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Auditory and visual exercises for developing phonetic skills in grade one

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Service Paper

AUDITORY AND VISUAL EXERCISES FOR DEVELOPING PHONETIC SKILLS IN GRADE ONE

Submitted by

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(B.S. in Education)

(Worcester State Teachers College, 1936)

In partial fulfillment of the requirements

for the degree of

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INTRODUCTION

The purpose of this study is to build exercises that will develop phonetic skills in grade one. The exercises are planned to accompany the basal first grade texts of the Unit-Activity Series.

Forty-six lessons are presented based on the vocabulary of the basal primer and first reader. The lessons are designed to develop auditory discrimination and visual discrimination power that will help the pupil in learning to read. The exercises include initial and final consonants, initial blends, and the most common phonograms used in the reading vocabulary of the series.

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CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

"In the renewed search for ways of improving reading instruction, attention has been drawn to the need for more intensive and wider use of phonics as a contributing factor."[1]

Is a definite phonic program in the primary grades desirable? Can specific results be cited that will fully justify increased attention to auditory discrimination, visual discrimination, and the recognition of familiar elements in words? Experimental work in the field and the opinions of investigators will be considered.

"The two most common weaknesses found in children who fail to learn to read are poor auditory and visual perceptions of word elements," states Durrell.[2] He feels that an essential part of the reading readiness program in the first grade should be to overcome these weaknesses.

Investigators have found that training in auditory and visual discrimination contribute greatly to the child's progress in beginning reading.

Murphy[3] carried on an experiment with 540 first grade

[1] Smith, Nila B., "What About Phonics?", Journal of National Education Association, Vol. 35 p. 486-487 Nov. 1946

[2] Durrell, Donald D., Improvement of Basic Reading Abilities World Book Co. 1940 p. 230

[3] Murphy, Helen A., An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination Unpublished Ed. D. Thesis Boston University School of Education 1943

children to evaluate the effect of specific training in auditory and visual discrimination. She found that the experimental groups were superior to the control groups in reading achievement at every measurement following the period of training. The experimental groups gained in auditory and visual discrimination as a result of the training and showed significant increase over control groups in rate of learning scores.

Also, working in the experimental field, Junkins[1] concluded that the ability to see likenesses and differences in word forms improved by specific teaching. There was definite evidence that instruction and practice in visual discrimination improved the rate of learning of new words.

Betts[2] and Gray[3] say that the ability to be a good observer of the likenesses and differences among word forms appears to be an important factor in learning to read. The power to discriminate between word forms and word sounds is a prerequisite to the development of word perception and is related to retention.

[1]Junkins, K.M., The Construction and Evaluation of Exercises for Developing Visual Discrimination in Beginning Reading Unpublished Ed. M. Thesis, Boston University School of Education 1940

[2] Betts, Emmett Albert, Foundations of Reading Instruction American Book Co. 1946 p. 129

[3] Thirty-sixth Yearbook, National Society for the Study of Education, Part I, The Teaching of Reading, A Second Report Public School Publishing Co. 1937 p. 84

The principle of "look alike, sound alike" is very useful, according to Dolch[1] and we want to help children to discover it. A habit of visual analysis helps both sight recognition and sounding attacks.

Marion Monroe[2] states that poor sound discrimination may offer a confusing factor in the formation of associations between words and their visual symbols.

Crossley[3] studied the effect of the use of lantern slides in developing auditory and visual discrimination. She constructed a series of lessons and tested before and after instruction. She found that auditory discrimination does affect beginning reading and is apparently more significant than mental age. In comparing the reading of two groups of children each having a high mental age but differing abilities in auditory discrimination there was a statistically significant difference in favor of the group with the high auditory scores. In comparing the reading of two groups each having low mental age and differing auditory ability, the group with the greater auditory skill was superior. A comparison of the

[1] Dolch, Edward W., Teaching Primary Reading
Garrard Press 1940 p. 220

[2] Monroe, Marion, Children Who Cannot Read
University of Chicago Press 1932 p. 93-98

[3] Crossley, Beatrice Alice, An Evaluation of the Effect of Lantern Slides on Auditory and Visual Discrimination of Word Elements, Unpublished D. Thesis, Boston University School of Education 1948

groups as a whole showed significant differences in the learning rate in favor of the experimental groups. Children subjected to auditory discrimination of vowel sounds profited from such training. The reading scores of the experimental groups were superior to those of the control groups.

Baker[1] studied the reading of children in grades four through eight who had attended remedial reading classes. She reports that training in phonetic analysis is necessary because the child must be conscious of the sounds that a combination of letters represent. This tends to eliminate the confusion that similar appearing words cause.

An experiment to show the relationship of phonic ability and reading was completed by Tiffin and McKinnis.[2] Each child was given an informal phonic test and two reading tests. Correlations between the two tests were computed. It was found that phonic ability and reading were significantly related. They concluded that a reading program without provision for a mastery of phonic principles was inadequate.

In 1930, Lohman[3] made an investigation of the opinions

[1] Baker, Norma, "Confusion in Word Recognition", Elementary School Journal, Vol. 45 p. 575-577 June, 1945

[2] Tiffin, Joseph, and McKinnis, Mary, "Phonic Ability, Its Measurement and Relation to Reading Ability", School and Society, Vol. LI p. 190-192 February 10, 1942

[3] Lohmann, Elsa, "Phonics Taught in Our First Grades throughout the United States", Educational Method, Vol. 9 p. 217-221 January, 1930

of educators in regard to phonics and found that there was a definite feeling that phonics are necessary in beginning reading.

There is evidence that children in kindergarten observe letters in their early experience with written language. Wilson and Fleming[1] found that children were letter conscious in early stages of reading and that attention by young children to letter forms seemed to be basic to the reading program. Words which are similar in form cannot be learned without calling attention to the letters.

A summary of the opinions of reading investigators in regard to the effect of varied amounts of phonetic training was made by Agnew.[2] The advantages of phonetic training are summed up as follows:

1. It has a long history, therefore, must be of some value.
2. It gives independence in word recognition.
3. It unlocks new words.
4. It promotes correct pronunciation and enunciation.
5. It improves the quality of the oral reading in breath control and speech coordination.
6. It gives valuable ear training in recognizing sounds.

[1] Wilson, Frank T., and Fleming, Cecile W., "Letter Consciousness of Beginners in Reading", Pedagogical Seminary and Journal of Genetic Psychology, Vol. 53 p. 273-285 December, 1938

[2] Agnew, Donald C., Effect of Varied Amount of Phonetic Training in Primary Reading Duke University Press 1937

7. It improves spelling.

8. Many cases of reading disability are traced to deficiencies in word recognition and sound analysis. These are overcome by remedial work involving phonetic training.

A study by Smith[1] showed that getting a "clear-cut visual impression" was important in perceiving a word. There was a high correlation between power to match and reading ability.

Kottmeyer[2] says there is no question whether or not we should teach letter sounds or methods of syllabification. To read independently a child must and does learn these skills.

A number of investigations have been made in which phonic instruction seemed to contribute no great value and considerable criticism was justified.

Agnew[3] sums up the criticisms of phonic training as follows:

1. It tends to isolate words from their meaningful function.

2. It tends to encourage neglect of context clues.

3. It sacrifices interest.

4. It is impractical--too many non-phonetic words.

[1] Smith, Nila B., "Matching Ability as a Factor in First Grade Reading", Journal of Educational Psychology, Vol. 19 p. 560-571 November, 1928

[2] Kottmeyer, William, Handbook for Remedial Reading Webster Publishing Co. 1947 p. 76

[3] Agnew, Donald C., Effect of Varied Amount of Phonetic Training in Primary Reading Duke University Press 1937 p. 7-8

5. It is unnecessary for many pupils, its advantages can be obtained without formal training.

6. It encourages the breaking up of words into unnecessarily small elements.

7. It narrows the eye-voice span.

8. It emphasizes too explicit articulation.

Agnew's conclusion was that a number of objections have been exaggerated. He found no evidence that phonetic analysis tended to sacrifice interest in content of the reading, resulted in neglect of context clues, resulted in unnecessarily laborious recognition of unfamiliar words, or that it appeared to be unnecessary because its advantages might be obtained without formal training. Some data showed that large amounts of phonics slowed up oral reading but this was counteracted by greater accuracy.

After an eight week experiment Tate[1] concluded that thirty-minute daily periods for instruction in phonics caused an unbalanced development with phonic ability superior to ability to comprehend words, sentences, and paragraphs. The phonic method was superior to so-called "look and say" method in developing the skill to recognize words.

Granting that phonetic instruction is desirable and necessary, we shall now consider two other aspects--the period in the child's development when we shall begin to make him

[1] Tate, Harry L., "The Influence of Phonics on Silent Reading in Grade One", Elementary School Journal, Vol. 37 p. 752-763 June, 1936

conscious of letters and sound elements, the methods we shall employ.

Several writers believe that the beginning stages of phonics are a part of reading readiness, and the results of their experiments justify their opinions. The child is ready for the first steps in word analysis, that is, auditory and visual discrimination, in the kindergarten and early first grade.

M. Lucille Harrison[1] says that auditory training in the readiness period will help pupils to recognize that words that they hear spoken have sound elements and that these sound elements have likenesses and differences. In the readiness program, visual training will teach the pupils to recognize visual likenesses and differences in letters and words, and that the characters known as letters have names.

The experiments of Murphy[2] and Junkins[3] carried on in beginning first grade achieved the valuable results noted previously.

1 Harrison, M. Lucille, Developing Readiness for Word Recognition Houghton Mifflin Co. A Service Bulletin

2 Murphy, Helen A., An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination Unpublished Ed. D. Thesis Boston University School of Education 1943

3 Junkins, K.M., The Construction and Evaluation of Exercises for Developing Visual Discrimination in Beginning Reading Unpublished Ed. M. Thesis, Boston University School of Education 1940

According to the Twenty-fourth Yearbook[1], separate work in phonics should begin when the child has established the habit of thought getting, has a reasonable stock of sight words, and has begun to note gross likenesses and differences in words.

Dolch[2] says the type of mental ability necessary for word analysis comes later than that for sight reading. The relation between mental maturity and phonic achievement is very high. A mental age of seven years is necessary for word analysis.

Betts[3] would give specific attention to phonics after the child has developed the initial reading skills, abilities, and attitudes, at primer, first reader, and second reader levels. His criteria for determining a child's readiness for word analysis may be expressed as follows:

1. Does the child read for meaning?
2. Does the child read, phrasing properly?
3. Does the child have adequate control over sight word techniques?
4. Does the child have an adequate sight vocabulary (75-100 words)?

1 Twenty-fourth Yearbook of the National Society for the Study of Education, Part I, Report of the National Committee on Reading
Public School Publishing Co. 1925 p. 90

2 Dolch, Edward and Bloomster, Maurine, "Phonic Readiness", Elementary School Journal, Vol. 38 p. 217-219
November, 1937

3 Betts, Emmett Albert, Foundations of Reading Instruction
American Book Co. 1946 p. 615-616

Another writer, Kottmeyer[1], thinks that children should probably be 7½ years mentally before given sound blending in concentrated doses.

The Newark Experiment[2] showed that phonics functioned very little in the first five months of the first grade. They were of some value in the second five months, and of more value in the second grade.

In considering the time to teach phonics, Smith[3] adds, "until further investigation, common sense advises informal and incidental work in auditory and visual discrimination throughout the first grade."

It is generally agreed that phonics should be developed as another tool for effective reading and not as an end in itself.

McKee[4] and others say that the child should know that spoken words are made up of sounds, and that there are words with different sound elements and words with similar sound elements. Definite habits ought to be established such as:

[1] Kottmeyer, William, Handbook for Remedial Reading Webster Publishing Co. 1947 p. 76

[2] Sexton, E.K., and Herron, J.S., "The Newark Phonics Experiment", Elementary School Journal, Vol. 28 p. 690-701 May, 1928

[3] Smith, Nila B., "Shall We Teach Phonics", Elementary English, Vol. 20 p. 60-67 February, 1943

[4] Thirty-sixth Yearbook, National Society for the Study of Education, Part I, The Teaching of Reading, A Second Report Public School Publishing Co. 1937 p. 290-293

seeing printed words when viewed in detail from left to right, comparing new words met with other words, and using the phonetic attack when other methods fail. We should aim to improve the child's method of seeing words in the most useful direction.

Dolch[1] expresses the view that the first purpose of phonics is to serve as an aid in recognizing words and later to work out new words independently. Children should find immediate use for their phonetic knowledge and appreciate its usefulness. They ought to have a general plan of visual analysis.

A list of the products of good phonetic development is presented by Gunderson[2] as follows:

1. Knowledge of a number of phonetic elements.
2. Use in actual reading situations.
3. Habit of seeing words as units.
4. Habit of attacking unknown words and discovering them independently.

Gates[3] says the child needs to see the word as a group of simple familiar parts, and to see the word clearly.

[1] Dolch, Edward W., The Psychology and Teaching of Reading Garrard Press 1931 p. 69-117

[2] Gunderson, Agnes G., "Simplified Phonics", Elementary School Journal, Vol. 39 p. 593-603 April, 1939

[3] Gates, Arthur I., The Improvement of Reading The Macmillan Co. 1937 p. 304

Betts[1] also gives us a list of specific goals.

1. Confidence in attacking new words independently.
2. Systematic analysis.
3. Habit of checking identity of word against probable meaning in the sentence.
4. Facility in reading.
5. Speech, clear enunciation and accurate pronunciation.

A study of the various plans for developing phonetic skill reveals a number of broad principles.

Phonics and first grade reading should be closely related. Unrelated lists of words for the phonic program cannot be justified.[2] Training in phonics should help the child recognize words he is reading. Analysis of words should begin with the child's sight vocabulary, and should be used simultaneously with configuration and context clues.

The child needs much practice in noticing likenesses and differences in words he sees and hears. His efficiency in analysis is based on his skill in visual and auditory discrimination and his ability to remember word forms.[3]

Words should be dealt with as units, and attention called to phonetic elements by covering or underlining the parts of

[1] Betts, Emmett Albert, Foundations of Reading Instruction American Book Co. 1946 p. 616

[2] Ibid. p. 616

[3] Gray, William S., On Their Own in Reading Scott Foresman and Co. 1948 p. 61

the word.[1] In order to develop specific skills and so as not to detract from the meaning of the reading selection, phonics should be developed in a period by itself.

Exercises for teaching word elements should be followed by use of the words in context. The words should also be developed in quick recognition exercises.

Two of the main elements in a reading readiness program, according to M. Lucille Harrison[2] are auditory and visual training. The following detailed learnings are important: the ability to hear and differentiate between the sounds with which spoken words begin, using the most common single consonant sounds and the most common blends; and the ability to hear rhyming endings and to differentiate between non-rhyming endings in words. In the visual program, the following detailed learnings are important: the ability to name and note likenesses and differences in single letters which are very different, somewhat similar, highly confusing; the ability to examine a word visually, beginning at the left and observing the letters all the way through the word; and the ability to notice likenesses and differences in words that are very different, that are almost identical, and that are commonly

[1] Twenty-fourth Yearbook of the National Society for the Study of Education, Part I, Report of the National Committee on Reading
Public School Publishing Co. 1925 p. 90

[2] Harrison, M. Lucille, Developing Readiness for Word Recognition Houghton Mifflin Co. A Service Bulletin 1945

reversed.

Betts[1] speaking of the order of development for the word analysis skills says:

"Develop visual analysis skills in this sequence in order to insure proper achievement for the pupils: auditory discrimination between specific speech sounds, auditory perception of specific sounds, recognition of relationship between the sound of word elements and the letters representing the sounds (visual, auditory perception), visual perception."

Murphy[2] by analyzing the auditory and visual tests given the children in her experiment found that the relative order of difficulty in developing phonetic skills was: initial sounds, initial blends, rhymes, and final consonants.

Biggy[3] in her study found the relative order of difficulty of initial consonants, initial blends, final consonants, and rhymes for auditory discrimination based on 237 cases. The order of difficulty for initial consonants was: g, r, h, s, p, j, n, t, l, m, v, w. The order of difficulty for blends was: ch, sp, tr, st, sh. The order of difficulty for final consonants was: y, s, t, k, l, n, g, p, d. The order of

[1] Betts, Emmett Albert, Foundations of Reading Instruction American Book Co. 1946 p. 636

[2] Murphy, Helen A., An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination Unpublished Ed. D. Thesis Boston University School of Education 1943

[3] Biggy, M. Virginia, The Establishment of a Relative Order of Difficulty of Word Elements in Auditory Discrimination Unpublished Ed. M. Thesis Boston University School of Education 1946

difficulty for rhymes was: ing, an, un, and, at.

The experimental work that has been carried on in this field furnishes the student of reading with a basis for understanding the problems involved, and a challenge to utilize the better methods of instruction.

CHAPTER II

PLAN OF THE EXERCISES

The specific purpose of these exercises is to build up the auditory and visual discrimination of those phonetic elements which will be most helpful to the child in his vocabulary development.

Experimenters in the field have concluded that the reading readiness program should include the development of the ability to hear, see, and differentiate between initial consonants, initial blends, and rhymes. Murphy[1] found that the order of difficulty in developing phonetic skills was: initial consonants, initial blends, rhymes, and final consonants. This order is followed in constructing these exercises.

Several plans were considered to determine what initial consonants to present and in what order they should be introduced. It was decided to begin with the consonants found most frequently in the child's early reading vocabulary. The child would then be dealing with the word elements most familiar to him and would be gaining phonic skill that could be applied at once.

The words in the vocabularies of the first grade books of

[1] Murphy, Helen A., An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination Unpublished Ed. D. Thesis, Boston University School of Education 1943

the Unit-Activity Series[1], Tom's Trip, At Home and Away, and In City and Country were listed alphabetically according to the first letter of each word. The number of times each letter was used as an initial consonant was found. This frequency was used to determine the order of introducing the initial consonants. The initial consonants are presented in this order: m, w, b, d, h, t, p, r, s, c, f, g, j, k, l, n, y, v.

The vocabulary of the series was again studied to determine the most common blends and their frequencies. The blends are grouped in such a way as to make use of their common characteristics. The first group are the special blends: th, sh, ch, wh. These are followed by gr, dr, br, cl, fl, pl, bl, sw, and st.

The rhymes presented are those found most often in the same reading vocabulary. They are as follows: ay, at, ook, all, en, ound, eep, ing.

The lessons on final consonants include the most common ones found in the vocabulary. They are: n, p, d, m, t, r, s, g. The final blends developed are sh, ch and th.

Review lessons are provided at regular intervals. They occur in most instances after four lessons of new material.

There are forty-six lessons. Each lesson is in two parts,

[1] Smith, Nila B., The Unit-Activity Reading Series Silver Burdett Co. 1935, 1940

auditory practice and visual practice. There is no definite time limit for the exercises; each is planned for approximately ten minutes. The auditory practice should be given in one period and the visual practice in another period.

The auditory portion of each lesson provides that the child hear the phonetic element in familiar sight words, that he learn the name of the letter or letters of which it consists, that he distinquish it from similar elements in other words, and that he recognize it in his own vocabulary. The visual portion of each lesson provides that the child see the phonetic element in familiar sight words, that he distinquish it from similar elements in other words, and that he write it. Each lesson is accompanied by complete directions.

Many devices are employed to motivate the lessons and to secure the repetition necessary to acquire the skills. In the auditory exercises the pupils listen and clap, listen and stand, guess riddles, supply missing words, climb hills and ladders, race, and play baseball and basketball. In the visual exercises the pupils underline the words or parts of words that are similar, find the names of pictures, box and circle words and parts of words, write letters and words, and cut and paste.

Lesson I is presented here as a sample lesson.

LESSON I-a

INITIAL CONSONANT M (AUDITORY PRACTICE)

To the Teacher: Develop an awareness of the similarity of the first sounds of the familiar sight words beginning with m by the following discussion.

"I am going to write some words on the board. All the words begin with the same letter."

Write these words on the board.

me mother may man morning made

"These words all begin with m. Say each word after me. Try to feel how you hold your lips together as you say the m. M has a sort of humming sound."

"I am going to put a line under each m in these words."

"I shall tell you something about another word that begins with the same letter as me, mother, and may. Can you guess what it is?"

"Something you drink."

"Milk is right. It begins with m. We shall put all our words that begin with m together on the blackboard."

Make and keep a list of sight words and words suggested by the children.

"The man who brings the milk."

"Milkman is right. We'll add it to our list of words."

"Is there someone's name that begins with m?"

I-a

"I shall say some words. Most of them begin with m. Raise your hand if you hear a word that doesn't begin with m. Listen carefully."

Say the words clearly but with no extra stress on the initial consonants.

may mouse mother make took man must said

my most back mice for milk meadow more

more march mark meat ribbon monkey moon middle door

"Can you think of some more words that begin with m?"

Add these words to the list of words that begin with m.

LESSON I-b

INITIAL CONSONANT M (VISUAL PRACTICE)

To the Teacher: Give practice in observing the visual symbol m as a beginning consonant in individual words and in words that are parts of sentences. Use the following exercises.

Write this line of words on the board.

me man my

"All of these words begin with m."

Write these words on the board.

make mother do milk

"I shall put a line under one word that begins with m. Who can find another?"

"Put a line under the word. There is one more to find."

Write these words on the board.

mother hat me make

"Who can find the words that begin with m?"

I-b

Directions:

"Look at the first word in the top line. Does it begin with m? It does, so we'll draw a line under it. Look right across the line. Are there any more words that begin with m? Yes, the last word does. Draw a line under it. Look at the next line. Can you find the words that begin with m? Draw a line under each."

Check to see that everyone understands.

"Now, go ahead and find all of the words that begin with m and put a line under each."

I-b

me	fall	up	mouse
mice	mother	milk	right
take	more	sister	many
make	early	for	my
said	man	must	miss
did	ball	might	these
mine	top	no	mail
may	nest	most	meat

Check

Directions:

"Here are some stories. Can you find the words that begin with m?"

"Draw a line under each word that begins with m."

1. The man will go to see my mother in the morning.

2. Mother, may I make a dress for my doll?

Check.

I-b

Give practice in writing the letter m on the board.

Directions:

"Find the short line that has a letter m on it. Now, write an m on each of the other lines."

m

Directions:

"Here are some pictures of things that begin with m. You will find two words beside each picture. One of the words tells about the picture. Put a circle around the word that tells about the picture."

Check.

can

man

mittens

kittens

milk

table

mouse

house

The phonic lessons should be started when the child has a sight vocabulary of about seventy-five words. The phonetic elements are introduced as parts of familiar words.

The vocabulary of the Unit-Activity Series[1] and Dolch's List[2], "The First Thousand Words for Children's Reading", are the basic sources of the words used in the exercises.

It is the intention of the writer that these exercises help make the child conscious of the phonetic elements that are present in words he sees and hears. This is not an attempt to teach him new words.

[1] Smith, Nila B., The Unit-Activity Reading Series Silver Burdett Co. 1935, 1940

[2] Dolch, Edward W., Teaching Primary Reading Garrard Press 1940

VOCABULARY OF TOM'S TRIP

a	baggage	city	dear	engineer	for
all	bed	country	dining	early	father
are	big	come	dinner		
am		car	doll		
and		conductor			
grandmother		home	is	letter	me
go		help	in	let	mother
going		have	I	little	may
game			into		man
					morning
					made
not		right	Sandy	this	us
Nancy		ready	said	Tom	up
night			Shep	Tom's	
			shall	the	
				to	
pullman				trunk	
				take	
				train	
visit		wanted	yes		
		wrote	you		
		will			
		went			
		was			
		with			

VOCABULARY OF AT HOME AND AWAY

away
ate
automobile
about
after
at
another
airplane
ask
an

baker
breakfast
bread
but
basket
bow-wow
big
bear
book
boy
back
barn
bottle
brook

came
choo
chairs
chug-chug
clippity-clap
cut
can
cat
could
close
cake
children
cook
cream
cows
chicken
catch

dresses
day
do
did
ding
dong
dishes
dry
dried
dust
dusted
dog
down
deck

engine
eat
eggs
eyes

five
flew
find
fun
fish

give
getting
grocery
get
got
good
grass
gave
girl
good-by
goes

had
her
his
hear
horse
house
hen
he
how
him

it
ice

kite
know
kitten

like
looked
lie
lay

make
my
must
morning
milkman
milk
meadow

now
no

put
pulled
playhouse
play
Polly
paper
playground
played
pail
peep
pet
pig

ran
run
rabbit
red

see
sleepy
sleep
street
sing
sleeping
some
sweep
so
swept
saw
story
safe

shall
sticks
she
swing
slide
sand
soon
stories
straw
stack
sheep
sweater

then
them
table
they
there
took
told
things

tree
toy
Teddy
their
too
toot
turkey
turtle

under

want
were
was
walk
wash
woolly
white
when
we
wish
whistle

your
yellow

VOCABULARY OF IN CITY AND COUNTRY

air
around
again
asked
always
apples
arm
as
animals
asleep
almost
across

blocks
black
brown
blackboard
be
Bunny
butter
box
bought
blew
buy
brought

baby
bag
began
bob-tail
balls
birds
bird
babies
badly
beans
beautiful

called
call
corn
carrots
cuddly
cabbages
coat
clown
climbed

camel
cage
covered
crow
count
country
cold
cried
coo

drink
Dimply
Dot
didn't
don't
Daddy

every
elephant

farm
flat
food
flower
from
fat
fruit
fast
fireman

found
fire
fall
four
flying
field
fly
fine

garage
gas
gray
guess
goldfish
green
grow
ground
goose
gone
grew
garden
gate

has
hands
hummed
happy
hear
heard
horns
hurt
head
hunt
hay
haycock
holes
hop
hat

if
jumped
just
Johnny
jump
juice

keep

look
legs
laughed
long
ladder
lion
liked
lived
leaves

Miss
my
more
met
many
might
Mother's
mouse
mice
men

near
nurse
next
nest

oh
others
our
opened
once
old

playing
pop
policeman
plants
pot
painted
paint
postman
pictures
pounds
pudgy
party
puppy

please
pennies
paw
peanuts
pigeon
poor
plowed
planted
pumpkins
pull
peas
popcorn
pocket

room
road
round
read
raining
raincoat
rain
ride
ring
row
robins

summer
something
stopped
sat
stop
sign
stores
school
should
strong

sent
sugar
Sheba
sang
snow
small
Sally
sick
stay
scarecrow

tires
thought
that
time
tell
teacher
ten
three
thin
turned
thank
two
think
top

umbrella

very
vines
vegetables

water
what
who
weigh
weighed
where
well
why
walked
way
wagon

while
winter
woods
west
wind
worms
wheat
would
woodpecker
woodshed

zoo

FREQUENCY OF INITIAL CONSONANTS

INITIAL CONSONANT	TOM'S TRIP	AT HOME AND AWAY	IN CITY AND COUNTRY
b	3	12	17
c	4	9	14
d	4	11	5
f	2	4	11
g	3	9	7
h	3	11	15
j			6
k		2	1
l	3	5	9
m	6	7	10
n	3	2	4
p	1	8	21
r	2	4	11
s	2	8	9
t	4	9	6
v	1		3
w	5	8	15
y	2	2	
z			1

FREQUENCY OF INITIAL BLENDS

INITIAL BLENDS	TOM'S TRIP	AT HOME AND AWAY	IN CITY AND COUNTRY
gr	1	2	5
sh	2	3	2
th	2	6	5
tr	2	1	
br		3	2
ch		5	
cl		2	2
cr		1	2
dr		3	1
fl		1	4
pl		4	5
sl		4	
st		4	4
sw		4	
wh		3	6
bl		4	
fr			2
sn			1
sm			1
sc			1

MOST COMMON RHYMES

(TOM'S TRIP, AT HOME AND AWAY, IN CITY AND COUNTRY)

may	at	all	hen	book	ding
away	cat	ball	then	brook	sing
day	flat	call	when	cook	swing
lay	fat	fall	men	look	thing
play	hat	small	ten	took	ring
gray	that				
stay	sat				
hay					
way					

get	got	peep	found
pet	Dot	sweep	ground
let	pot	sheep	pound
met	not	keep	round
		sleep	around

FREQUENCY OF FINAL CONSONANT ENDINGS

FINAL CONSONANT	TOM'S TRIP	AT HOME AND AWAY	IN CITY AND COUNTRY
d	3	10	32
f		1	
g	1	2	
k		7	6
l	4	3	8
m	2	2	4
n	3	14	11
p	3	5	5
r	8	11	12
s	5	12	35
t	4	17	32

APPENDIX

LESSON I-a

INITIAL CONSONANT M (AUDITORY PRACTICE)

To the Teacher: Develop an awareness of the similarity of the first sounds of the familiar sight words beginning with m by the following discussion.

"I am going to write some words on the board. All the words begin with the same letter."

Write these words on the board.

me mother may man morning made

"These words all begin with m. Say each word after me. Try to feel how you hold your lips together as you say the m. M has a sort of humming sound."

"I am going to put a line under each m in these words."

"I shall tell you something about another word that begins with the same letter as me, mother, and may. Can you guess what it is?"

"Something you drink."

"Milk is right. It begins with m. We shall put all our words that begin with m together on the blackboard."

Make and keep a list of sight words and words suggested by the children.

"The man who brings the milk."

"Milkman is right. We'll add it to our list of words."

"Is there someone's name that begins with m?"

I-a

"I shall say some words. Most of them begin with m. Raise your hand if you hear a word that doesn't begin with m. Listen carefully."

Say the words clearly but with no extra stress on the initial consonants.

may mouse mother make took man must said

my most back mice for milk meadow more

more march mark meat ribbon monkey moon middle door

"Can you think of some more words that begin with m?"

Add these words to the list of words that begin with m.

LESSON I-b

INITIAL CONSONANT M (VISUAL PRACTICE)

To the Teacher: Give practice in observing the visual symbol m as a beginning consonant in individual words and in words that are parts of sentences. Use the following exercises.

Write this line of words on the board.

me man my

"All of these words begin with m."

Write these words on the board.

make mother do milk

"I shall put a line under one word that begins with m. Who can find another?"

"Put a line under the word. There is one more to find."

Write these words on the board.

mother hat me make

"Who can find the words that begin with m?"

I-b

Directions:

"Look at the first word in the top line. Does it begin with m? It does, so we'll draw a line under it. Look right across the line. Are there any more words that begin with m? Yes, the last word does. Draw a line under it. Look at the next line. Can you find the words that begin with m? Draw a line under each."

Check to see that everyone understands.

"Now, go ahead and find all of the words that begin with m and put a line under each."

I-b

me	fall	up	mouse
mice	mother	milk	right
take	more	sister	many
make	early	for	my
said	man	must	miss
did	ball	might	these
mine	top	no	mail
may	nest	most	meat

Check.

Directions:

"Here are some stories. Can you find the words that begin with m?"

"Draw a line under each word that begins with m."

1. The man will go to see my mother in the morning.

2. Mother, may I make a dress for my doll?

Check.

I-b

Give practice in writing the letter m on the board.

Directions:

"Find the short line that has a letter m on it. Now, write an m on each of the other lines."

Directions:

"Here are some pictures of things that begin with m. You will find two words beside each picture. One of the words tells about the picture. Put a circle around the word that tells about the picture."

Check.

can

man

mittens

kittens

milk

table

mouse

house

LESSON II-a

INITIAL CONSONANT W (AUDITORY PRACTICE)

Write these words on the board.

wanted will went was with

"The words that I have written on the board all begin with the same letter. Say the words after me slowly."

"Each word begins with a w."

"You hold your lips the way you do when you are going to whistle. The w makes a sound like the wind."

"Say the words again after me."

"I will say four words. Listen, and see if you can tell me the word that does not begin with w."

wash	walk	cold	window
wagon	wood	we	farm
book	watch	will	wanted
walk	table	woodpecker	wing

"Can you think of some names that begin with w?"

"Can you think of other words?

Make and keep a list of sight words and other words suggested by children.

LESSON II-b

INITIAL CONSONANT W (VISUAL PRACTICE)

Write these words on the board.

wanted was with will

"Look carefully at the first letter in each word. All the words begin with the same letter. It is a w."

"Now I am going to write some more words. Some of the words will begin with w."

Write these words on the board: wagon we farm went

"Who can find a word that begins with w?"

"Put a line under it."

"Who can find the other words that begin with w?"

Write this line of words and discuss in the same way.

way some walk time

II-b

Directions:

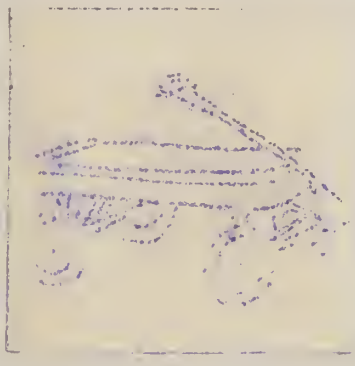
"Put a line under all the words that begin with w."

walk	did	window	hill
cake	we	brook	wanted
went	see	watch	give
make	today	under	work

Directions:

"Look at the pictures. Under each picture is a word that tells what is in the picture. Color the pictures that begin with w."

window

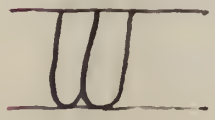


wagon

basket

Give practice writing the letter w on the board.

"Find the line that has a w on it. Write w on the other lines."



_____ _____ _____

_____ _____ _____

LESSON III-a

INITIAL CONSONANT B (AUDITORY PRACTICE)

Write a b on the board.

"The name of this letter is b. I am going to write some words from our reading that begin with b."

Write on the board.

bed big baggage

"Say the words slowly after me. Listen carefully to the b at the beginning of each word."

"I will put a line under the b in each word.

"Say these words that begin with b."

baker bat band bicycle butter beans

box bag

"Say these names."

Billy Bobby Barbara Brian Betty

"I shall say some sentences. Listen and see if you can hear the words that begin with b."

1. Goldilocks ate from the big bear's bowl.
2. She slept in the little bear's bed.
3. He put the berries in the basket.
4. Barry bought the cake from the baker.
5. Billy began to play with the ball.

"Can you think of other words that begin with b?"

Make and keep a list of the words.

LESSON III-b

INITIAL CONSONANT B (VISUAL PRACTICE)

Put these words on the board.

bed box bat

"Each of these words begins with b. I am going to put a circle around the b at the beginning of each word."

Write these lists of words on the board.

1.	box	bicycle	basket	butter
2.	card	bed	band	little
3.	bought	went	took	bag
4.	brown	house	kitten	door
5.	paint	bird	beans	pail
6.	paper	block	do	did

"I want someone to find the words that begin with b in the first row."

"Put a circle around the b."

III-b

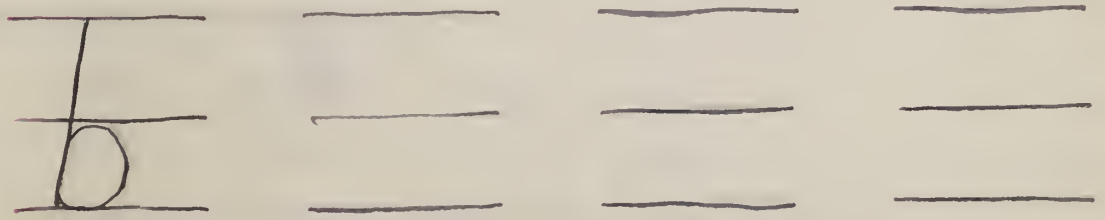
Directions:

"Look at the first word. Does it begin with b? It does. So draw a line from the first word to the b in the middle. Does the next word begin with b? It does. Draw a line from this word to the b in the middle. Draw a line from every word in each column that begins with b to the b in the middle."

big		bed
box		made
six		bad
bear	b	barn
bread		brook
house		cook
pullman		jump

Give practice in writing b on the board.

"Write b on these lines."



LESSON IV-a

INITIAL CONSONANT D (AUDITORY PRACTICE)

Write these four words on the board.

dear dining dinner doll

"All these words begin with the same letter. The first letter in each word is d.

"Say each word slowly after me and listen carefully to the first sound."

Draw or find pictures of a dog, a doll, a duck, and a door.

"The names of these pictures begin with d. Say the name of each as I point."

"Listen and see if you can hear some words that begin with d."

Hickory, dickory, dock,
The mouse ran up the clock.

Dimply Dot was round and fat.

Ding, dong, bell,
Pussy's in the well.

"Say these words after me. Listen to the d at the beginning of every word."

dish doctor down dust

does dime done don't

"Can you think of other words that begin with d?

Keep a list of the words.

LESSON IV-b

INITIAL CONSONANT D (VISUAL PRACTICE)

Write these words on the board.

doll dog dear

"Let's look at the d at the beginning of each of the words. I'll put a line under it."

Put these rows of words on the board.

1.	dear	dot	say	does
2.	green	tree	day	dinner
3.	door	house	don't	dot
4.	ball	dog	baby	deer
5.	do	pail	penny	dog

"This time we will find the words that begin with d in each row. We shall have to have very good eyes as some other letters look very much like the d."

"Who would like to find the first word that begins with d? Put a circle around the d."

Continue in the same way through the rows.

IV-b

Directions:

"Look at the first word. It begins with d. So draw a line from the first word to the d in the middle. Draw a line from each word that begins with d to the d in the middle. Be sure you look carefully."

doll		desk
more		dish
do		dot
kitten		don't
day		no
pear	d	ball
dinner		drink
hall		did
dog		dry
book		dear
door		brown

Check.

IV-b

Directions:

"Look at the first picture. What is it? Read the two sentences beside the first picture. Which one tells what is in the picture? Draw a line under this sentence. Find the sentence that goes with each of the other pictures. Put a line under each."

This is a boy.

This is a dog.

This is a doll.

This is a ball.

This is a duck.

This is a rock.

Give practice in writing the d on the board and on paper.

LESSON V-a

INITIAL CONSONANTS M W B D (AUDITORY PRACTICE)

REVIEW LESSON

"Today we shall talk about all the sounds you have been listening for."

Write these two words on the board.

mother me

"What letter do the words begin with?"

"M is right."

"Listen to these four words that I shall say. Two of the words begin with m. Raise your hand if you know the two words.

me by lake may

"Here are some others."

do	mother	might	say
carrot	may	hop	milk
meat	boy	nest	miss

Write these two words on the board.

will was

"What letter do the words begin with?"

"W is right.

"Listen to these four words. Two of the words begin with w. Can you hear the words?"

water hand we fall

Boston University
School of Education
Library

V-a

"Listen again for the two words that begin with w."

make leaf wind wake

not walk wood paper

Write these two words on the board. Say the words.

big baggage

"What letter do these two words begin with?"

"B is right."

"This time listen for words that begin with b. Raise your hand if you know."

boy back make city

butter garden basket fruit

throw bicycle kick ball

Write these two words on the board. Say the words.

dear doll

"What letter do these two words begin with?"

"D is right."

"This time listen for two words that begin with d."

dog horse mill doll

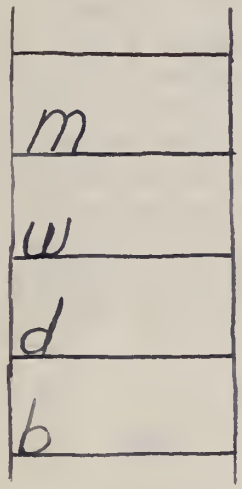
lunch dear dish picnic

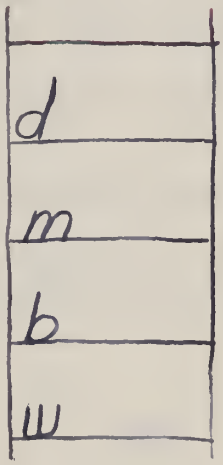
do day letter when

V-a

"Would you like to play a game?"

"I shall make two ladders for you to climb. I shall put a beginning letter on each step."

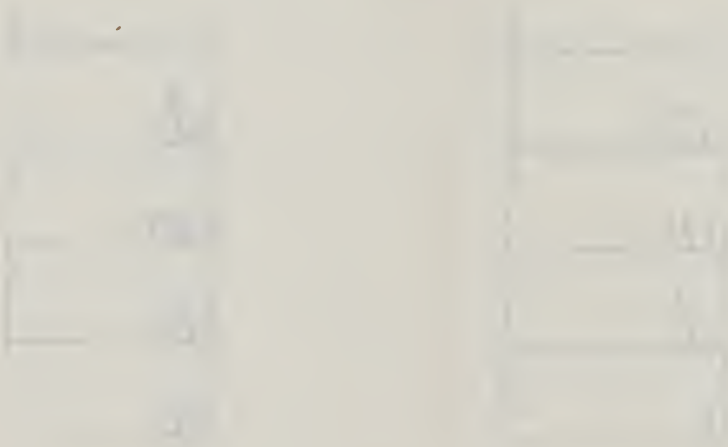




"We shall have two teams."

Divide class into two groups.

"To climb each step of the ladder, you must give a word that begins with the letter on the step. Everyone who can climb the ladder may write his name beside the ladder. The team that has more names at the top is the winner. Let's go." Choose a member of one team to begin, followed by a member of the other team. Continue in this way.



LESSON V-b

INITIAL CONSONANTS M W B D (VISUAL PRACTICE)

Directions:

"Here are four columns of words. Look at the top of the first column. See what the beginning letter is in the first word. Yes, it is w. Look at the rest of the words in the column. Put a line under each word that begins with w."

"Look at the second column."

"Put a line under each word that begins like the first word. What letter will you look for?"

"Look at the next column."

"Put a line under each word that begins like the first word. What letter will you look for?"

"What letter will you look for in the last column? Put a line under each word that begins like the first word."

we	bed	may	dear
went	may	see	doll
make	book	me	day
doll	basket	man	big
wanted	hat	made	door
wake	day	walk	do
will	boy	morning	he

"Can you say these words?"

me	make	wanted	baggage	dear
mother	my	will	bed	dining
may		went	big	dinner
man		was	baker	doll
morning		with		day
made		want		do

LESSON VI-a

INITIAL CONSONANT H (AUDITORY PRACTICE)

Write these words on the board.

home help have

"Each of these words begins with an h. Say each word after me slowly. Listen to the first sound. H is a whispered sound."

"Say these words. Each word begins with h."

horse head hat hit hope hair happy hello

"Here are some names that begin with h. Say them after me."

Henry Harriet Harry Harold Howard Helen

"Here is another listening game. I shall say four words. Three of the words begin with h, one word begins with a different letter. Raise your hand if you can tell me the word that begins with a different letter."

house	horse	band	home
hat	game	head	hand
come	hat	hall	hammer
hair	doll	hot	had

"Can you think of some words that begin with h?"

Keep a list of the words.

LESSON VI-b

INITIAL CONSONANT H (VISUAL PRACTICE)

Write these words on the board. Say the words.

home help have

"We know that each of these words begins with h. I am going to put a box around the h in the first word. Can anyone put a box around the h in the other two words?"

"I shall put more lines of words on the board so that other children may find the h in the words."

his	had	make	help
see	he	his	read
hop	tree	high	horse

Write these sentences on the board.

1. I will help you to get home.
2. May I have a hammer?
3. I see her house.
4. Do you hear my horse running?
5. Two hens are in our hen house.

"Look at the first sentence. Do you see any words that begin with h? I want someone to put a box around the h."

Do the other sentences in the same way.

VI-b

Directions:

"Look at the words in the first box. Point to the two words in the first box that begin with h. Draw a line between the two words that begin with h."
Check each paper.
"Look across to the next box. Point to the two words that begin with h. Draw a line between the two words."
Check each paper.
"Go ahead and do the other boxes."

home	cake
must	house

help	he
make	too

have	back
had	door

his	had
no	ball

band	horse
he	now

hear	do
man	his

LESSON VII-a

INITIAL CONSONANT T (AUDITORY PRACTICE)

Write these words on the board.

Tom take to table

"Say the words after me. Each of the words begins with a t."

"When you say the t you should feel the tip of your tongue just in back of your upper teeth. The sound of a t is something like the sound of a watch ticking. t-t-t-t. Say the words on the board again."

"Say these words after me. Each word begins with t."

top toy tail take took told turkey teacher

"We shall play another game. Do you know what a riddle is? One player tells something about a thing. Then the other players try to guess what it is."

"I'll tell you something about a word. You try to guess what the word is. All the answers begin with t."

Two vegetables that begin with t. (turnip, tomato)

A game that begins with t. (tennis, tag)

Something to put plates on. (table)

An animal that carries his house on his back. (turtle)

What the watch tells us. (time)

"What words did we find that begin with t?"

VII-a

"I am going to say five words. One of the words does not begin with t. Raise your hand if you can tell me the word that does not begin with t.

tell	take	make	to	table
ten	two	tiny	did	tall
talk	town	hop	toy	tires
teacher	Teddy	told	turn	bottle

LESSON VII-b

INITIAL CONSONANT T (VISUAL PRACTICE)

Write these words on the board.

toy table to

"Each of these words begins with a t. I want someone to point to the t in each word."

Write these rows of words on the board.

1.	table	to	key	took	band
2.	take	like	top	too	hot
3.	here	told	feed	to	two
4.	tail	bed	call	tall	four
5.	turkey	paper	talk	toy	fire

Give practice in writing t on the blackboard.

VII-b

Directions:

"Look at the first picture. The word under the picture tells what it is in the picture. Does the word begin with t? It does. Color the picture. Color each picture that begins with t."

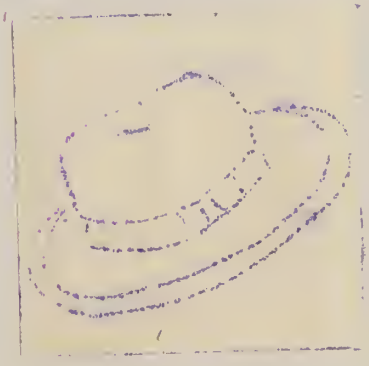
top

fork

bed

turkey

table



hat

LESSON VIII-a

INITIAL CONSONANT P (AUDITORY PRACTICE)

Write these words on the board.

pullman put pulled

"The first letter in each of these words is p. Say the words slowly after me."

"You hold your lips together when you say the p. It is a whispered sound."

"Here are some names that begin with p. Say them after me."

Peter Polly Paul Patsy Pauline

"Say these words that begin with p."

peep pail pet pig picture

"I am going to say a rhyme. Can you hear some words that begin with p?"

Peter, Peter, Pumpkin Eater,
Had a wife and couldn't keep her,
He put her in a pumpkin shell,
And there he kept her very well.

"What words did you hear that begin with p?"

"Can you guess these riddles? All the answers begin with p."

Something you write with. (pen, pencil)

Small green vegetable. (peas)

Corn that is popped. (popcorn)

A dog has four. (paws)

A man who directs traffic. (policeman)

VIII-a

It is used to make a kite. (paper)

Little chickens say this. (peep, peep)

A small dog. (puppy)

LESSON VIII-b

INITIAL CONSONANT P (VISUAL PRACTICE)

Write these words on the board

pullman put pulled

"Look at the first letter in each word. It is a p. I shall put a circle around the p in each word."

Write these rows of words on the board.

1. put place run pot
2. play near pet pig
3. seven post kite pound
4. paint broke car pilot

"Look at the first row. Does the first word begin with p? I'll put a circle around the p. Does the next word begin with p?"

Call on a pupil to put a circle around the p. Go through the exercise calling on different pupils.

Give practice writing the letter p on the blackboard and on paper.

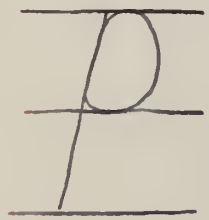
VIII-b

Directions:

"Look at the first word. Does it begin with p? It does. Put a line under the word. Do you see any other words in the first row that begin with p? Put a line under the words. Put a line under each word that begins with p."

pullman	put	take	pail
house	postman	pot	kite
doll	policeman	pulled	dinner
pocket	party	back	penny
pony	box	dot	pack
pat	bat	quack	paint

"Write a p on each of these lines."

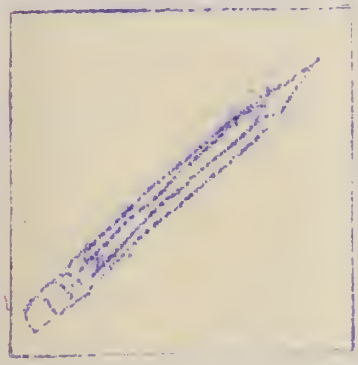


VIII-b

Directions:

"Look at the first picture. It is a pig. What is the first letter in pig? Look at the sentence after the picture. There are two words at the end of the sentence. Which is the right word? Put a line under it. Do the same with the other two sentences."

This is a pig.
big



This is a fence.
pencil

This is a pail.
quail

LESSON IX-a

INITIAL CONSONANT R (AUDITORY PRACTICE)

Write these words on the board.

right ready ran run red

"Say each word after me."

"The first letter in each word is r. Say these names after me. Each name begins with r."

Robert Raymond Ronald Ralph Rita

"These words begin with r. Say them after me."

robin ring ride ribbon round room road

"Listen and see if you can hear a word that does not begin with r."

race rang rich deck raincoat rock meadow riddle running

"Can you think of some words that begin with r?

Make a list of the words suggested by the children.

Pronounce the words and have the children repeat them.

LESSON IX-b

INITIAL CONSONANT R (VISUAL PRACTICE)

Write these words on the board. Say the words.

red right ran

"Look at the first letter in each word. It is r."

Write these rows of words on the board.

1.	right	ride	said	bought	ran
2.	red	way	no	us	ring
3.	me	room	round	hat	visit
4.	new	row	robin	run	some
5.	ribbon	making	road	rain	rang

"Look at the first word. It begins with r. I am going to put a circle around the r. We shall take turns finding the words that begin with r and putting a circle around the r."

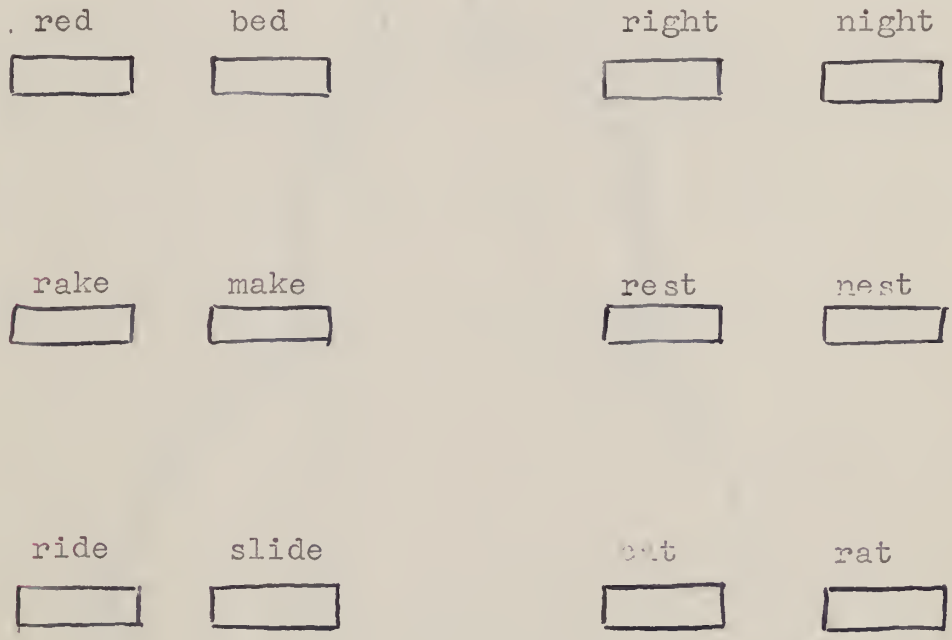
IX-b

Directions:

"Look at the first two words. There is a block under each word. Which word begins with r? Point to the word. Fill in the block ~~in~~ under the word that begins with r."

Demonstrate on the blackboard.

"Fill in the block under each word that begins with r."



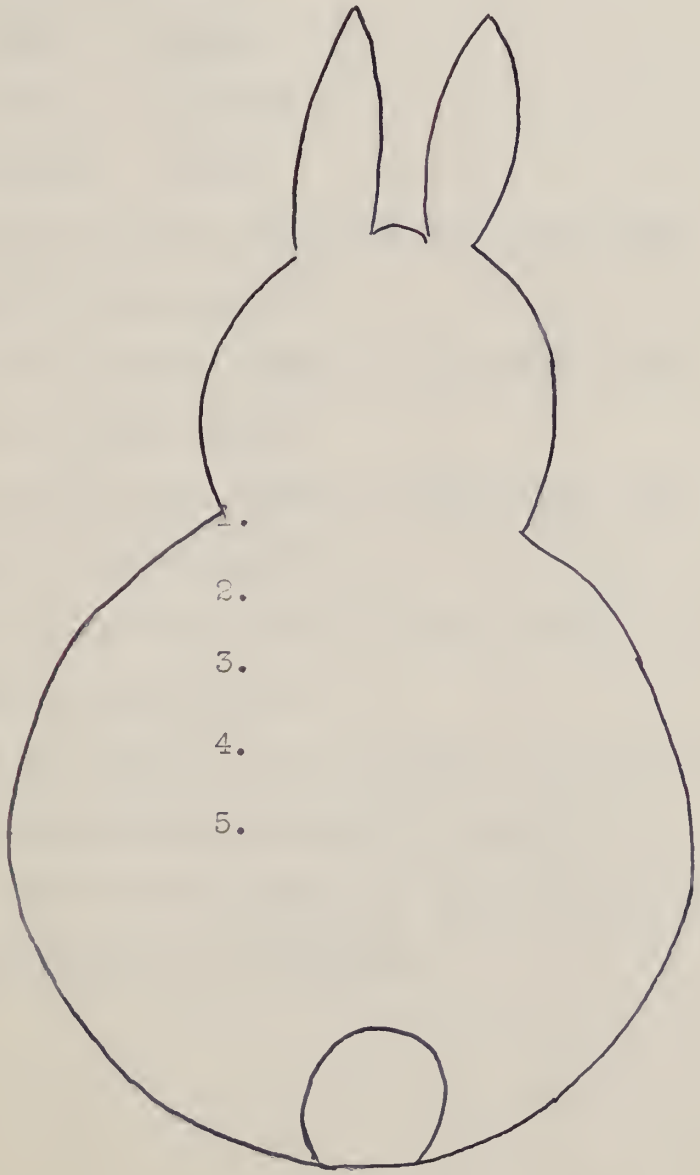
Give practice in making r at the blackboard.

"Write an r in each space."

IX-b

Directions:

"Cut out the words at the bottom of the page. Find five words that begin with r. Paste the words that begin with r on the rabbit."



ring	red	ake	round
went	ride	rock	hand

LESSON X-a

INITIAL CONSONANTS H T P R (AUDITORY PRACTICE)

Write these words on the board.

home	help
take	table
put	pullman
right	ready

"What are the two words in the first row? What is the first letter in each word?"

"What are the two words in the second row? What is the first letter in each word?"

"What are the two words in the third row? What is the first letter in each word?"

"What are the two words in the last row? What is the first letter in each word?"

"Would you like to play a game? It will be a listening game and four children may play at once."

Write these four columns of letters on the board with wide spaces between the columns.

h	t	p	t
t	r	r	p
p	p	t	h
r	h	h	r

X-a

"Each column has the same four letters. A player will stand in front of each column."

Choose players.

"I shall say a word. Top What is the first letter in top? T is right. So each of you will point to the t in your column. Point to it . That one was just for practice. It is really a race. The first player who points to the right letter puts a check mark at the top of his column. (Demonstrate) The player who has the most check marks wins."

Use the following list of words.

right	to	ray	ready
take	red	Harry	pullman
hand	hat	table	had
package	party	took	hill
pocket	hot	pulled	rabbit

Change players and continue.

LESSON X-b

INITIAL CONSONANTS H T P R (VISUAL PRACTICE)

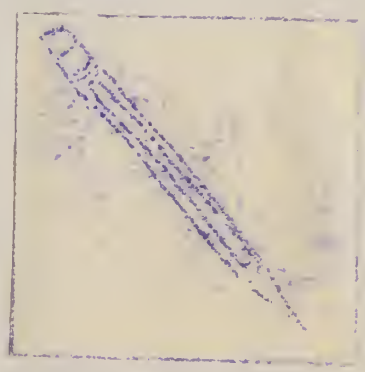
Directions:

"Look at the first picture. What is in the first picture? What is the first letter in rabbit? Draw a line from the picture of the rabbit to the r which is the first letter of rabbit. Draw a line from each picture to the first letter of its name."

h

r

p

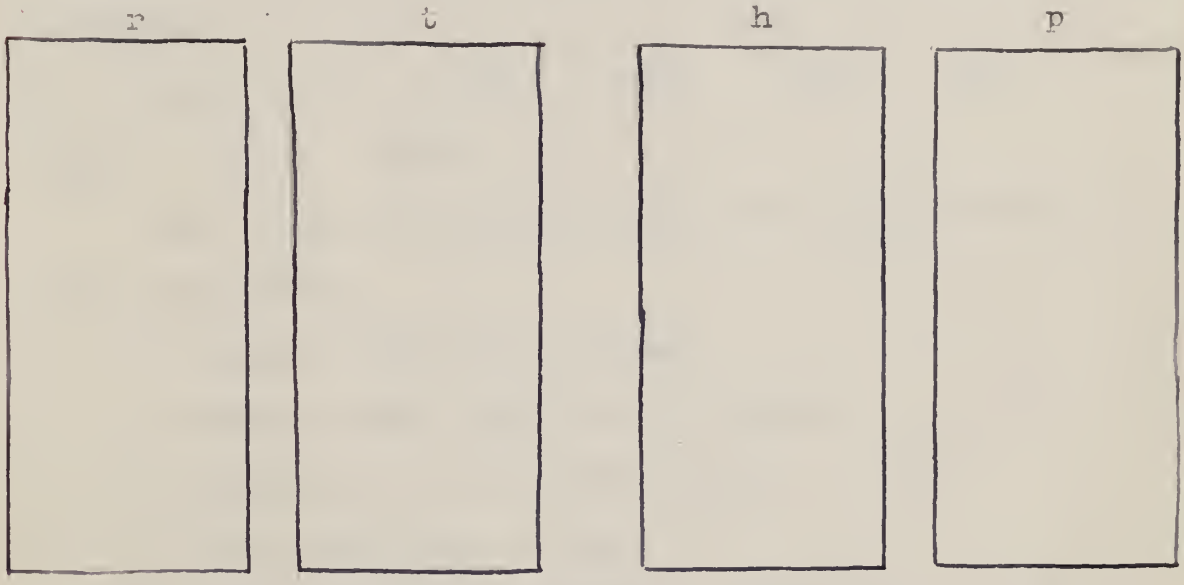


t

X-b

Directions:

"Cut out the words at the bottom of the page. Look at the four columns. There is a letter at the top of each column. What letter is at the top of the first column? Paste all the words that begin with r in the first column. What letter is at the top of the second column? Paste all the words that begin with t in the second column. Paste the words in the right column."



"How many words are there that begin with r? How many begin with t? How many begin with h? How many begin with p?"

pay	ran	pulled	take
right	home	have	to
rabbit	table	red	pullman
help	run	pail	paint

LESSON XI-a

INITIAL CONSONANT S (AUDITORY PRACTICE)

Write these words on the board.

Sandy said see sing

"Say each word after me. The first letter in each of these words is s. S makes a hissing sound like a radiator. See if you can hear the s in these words. Say each word after me."

some so saw safe sand sat

sign six seven

"See if you can hear any words that begin with s in these sentences."

1. Simple Simon met a pieman.
2. Tommy Tucker sang for his supper.
3. "See, see," said little Sally.
4. The sailor went to sea.
5. Sing a song of sixpence.
6. See-saw, Marjorie Daw.

Write this poem called The Teakettle Song[1] on the board.

The teakettle sits on the stove
S-S,
And sings a little song
S-S-S,
S-S-S-S-S-S-S-

[1]Barrows and Hall, Games and Jingles for Speech Development, Expression Co. 1936 p. 64-65

XI-a

"This is a little poem in which you hear the s sound many times. Listen."

"Perhaps, you would like to make the sound of the teakettle as I read the other words."

"What words do you hear that begin with s?"

"Can you think of some words that begin with s?

Make a list of the words. Say the words and have the children repeat them after you.

LESSON XI-b

INITIAL CONSONANT S (VISUAL PRACTICE)

Write these words on the board.

so see said

"The first letter in each word is s. Who can put a circle around each s?"

Write these sentences on the board.

Sally saw something in the sand.

Sally sat on the sofa.

She will see the sign on the street.

I saw the sun in the sky.

"Look at the first sentence. Who can find one word that begins with s? Put a line under it."

Have the children take turns finding words that begin with s. Read each sentence.

XI-b

Directions:

"Look at the first word. It begins with s. Draw a line from the first word to the s in the middle. Draw a line from each word that begins with s to the s in the middle."

say		soft
see		sound
pay		away
said	s	under
surprise		so
seen		soon
table		Sally
round		sat

Give practice making the letter s on the board.

"Make an s on each line."

LESSON XII-a

INITIAL CONSONANT C (AUDITORY PRACTICE)

Write these words on the board.

country come car conductor

"The first letter in each word is c. Say the words after me. Listen carefully to the first sound in each word."

"Here are some more words. Each word begins with c. Say them after me."

cow cat camel cup came candy cone can cut

"Now I will say four words. All the words but one will begin with c. Can you tell me which word does not begin with c?"

1.	cat	canary	candle	bottle
2.	cowboy	mother	conductor	cookie
3.	cap	could	cake	good
4.	catch	call	little	cook

"Here are some riddles. The first letter in the answer is c."

Two vegetables that are good for you. (carrots, cabbage)

Something you wear when it is cold. (coat)

Something to put wild animals in. (cage)

Mother bakes one. (cake)

Something to drink from. (cup)

A bird that sings in the house. (canary)

XII-a

A baby cow. (calf)

Something to put on the floor. (carpet)

"Can you think of other words that begin with c?"

Make a list of the words.

LESSON XII-b

INITIAL CONSONANT C (VISUAL PRACTICE)

Write these words on the board.

country car came conductor

"Each of these words begins with c. I'll put a circle around the c in the first word. Can anyone find the c in the next word? All right. Put a circle around it.

Write these rows of words on the board.

1.	came	camp	cat	country	do
2.	boy	cow	for	hear	car
3.	cut	eat	cook	every	cake
4.	see	can	could	camel	at
5.	cat	eggs	said	eating	call

"Look at the first row of words. Can you see any words that begin with c? Put a line under the words that begin with c."

Call on different pupils.

XII-b

Directions:

"This is a little story. Look for the words that begin with c. Draw a line under each word that begins with a c."

Tom came to visit us in the country. He had a new coat and cap. When the car came, Nancy ran out. Tom wanted to see the cow and the calf and all the other animals. Mother said, "Come and see the carrots and the corn, too."

Tom liked to visit the country.

"How many words did you find? ___

"Who would like to read the story?"

"We're going to practice writing c on the blackboard."

"Write the letter c on these lines."

LESSON XIII-a

INITIAL CONSONANT F (AUDITORY PRACTICE)

Write these words on the board.

for father fire

"Say these words after me. The first letter in each word is f. Here are some words that begin with f. Say them after me."

fireman fast farm food fat first fan fork

"When you say the f your bottom lip touches your top teeth."

"Now I will say some more words. If I say a word that doesn't begin with f you stand up. Ready."

field fine found fair tent four five fence fox

feather funny fill fall fork face jump forget feet family

fix first finish fun full fit give food farm

"Can you think of some names that begin with f?"

"Can you think of other words that begin with f?"

Make a list of the words. Say the words in the list and have the children repeat each one.

LESSON XIII-b

INITIAL CONSONANT F (VISUAL PRACTICE)

Write these words on the board.

for father fire fast

"Look at the first letter in each word. It is f."

Write these two columns of words on the board.

father		make
for		food
pull		feed
fox		fire
fireman	f	tree
take		fast
top		took
four		five
tell		fell

"What is the first letter in the first word? Draw a line from the word to the f in the middle. What does the next word have as a first letter? Draw a line from the word to the f."

Go through the columns calling on different pupils.

XIII-b

Directions:

"Look at the first box. Can you see two words that begin with f? Draw a line between the two words that begin with f. Look at the next box. Find the two words that begin with f. Draw a line between the words." (Check)
"Go ahead and do the other boxes."

fire	say
find	bring

for	make
door	five

fish	fat
hear	sang

kind	feed
little	fan

fell	back
here	father

tree	fast
farm	let

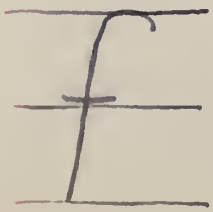
fun	top
king	fire

fox	face
hat	two

tree	too
food	funny

"We shall practice making f on the board."

"Write f on these lines."



LESSON XIV-a

INITIAL CONSONANT G (AUDITORY PRACTICE)

Write these words on the board.

"Say these words after me. Each word begins with a g."

"Here are some more words that begin with g. Say them after me."

get good-by girl got gate goose goldfish goat

"Here are some riddles. Each answer begins with a g."

Something you put in a car. (gas)

The building in which a car is kept. (garage)

Vegetables are planted here. (garden)

Something you get at Christmas. (gifts)

Something to chew. (gum)

The little girl who visited the bears. (Goldilocks)

"Can you hear some words that begin with g in these sentences that I am going to read."

1. The man got his car from the garage.
2. I guess he is ready to say good-by.
3. The good little girl went into the garden.
4. Peter Rabbit got through the gate and into the garden.

"Can you think of other words that begin with g?"

Make a list of the words.

LESSON XIV-b

INITIAL CONSONANT G (VISUAL PRACTICE)

Write these words on the board.

go get girl going

"Look at the first letter in each word. It is a g."

"Who can put a circle around the g in the first word?"

Ask other pupils to find the g and circle it in the other words.

Write these words on the board.

got	dress	gate	more
for	gold	kitten	grade
game	garage	book	good
yes	gone	gave	clean

"Look carefully at the first letter of each word. I am going to ask each of you to find a word that begins with g and to put a circle around the g."

Call on individual pupils.

XIV-b

Directions:

"Look at the first word. Does it begin with g? Draw a line under the word. Draw a line under all the words that begin with g."

get	do	may	guess	gone
like	grew	good	peep	girl
gate	geese	quack	tree	grade
gold	gay	yes	door	you
jump	your	good-by	just	your
grocery	hall	jolly	game	give

Give practice writing g on the board.

"Write a g on each of these lines."

LESSON XV-a

INITIAL CONSONANTS S C F G (AUDITORY PRACTICE)

REVIEW LESSON

"The last few days we have been talking about four letters that may begin words. The letters are s, c, f. r. Let's see how well you remember them."

"I am going to say a word, see. What is the first letter in see? S is right. Jack gave me the answer. Now he will think of another word that begins with s. Next everyone in his row will think of a word that begins with s."

Suggested words to use.

fall sing get fire cat say goat country

Draw a hill on the board. Put these consonants at various intervals along the hill.

"Here is a hill for you to climb. As you go up you must give a word that begins with the letter you pass. Who would like to try to climb the hill?"

LESSON XV-b

INITIAL CONSONANTS S C F G (VISUAL PRACTICE)

REVIEW LESSON

Directions:

"Look at the first column. There is a line under the top word. What is the first letter in the word. S is right. Look down the first column. Put a line under every word that begins with s. What letter do we look for in the second column? What letter do we look for in the next column? What letter do we look for in the last column? In each column put a line under each word that has the same first letter as the top word."

sing	come	funny	get
so	every	for	go
and	call	letter	gone
eat	catch	hear	you
sat	bring	four	jump
song	could	table	gate
said	came	fall	quack
right	said	five	green
summer	eating	father	your
see	corn	tree	garden
orange	camel	fire	garage

There are ___ words that begin with s.

There are ___ words that begin with c.

There are ___ words that begin with f.

There are ___ words that begin with g.

LESSON XVI-a

INITIAL CONSONANTS J K (AUDITORY PRACTICE)

Write this rhyme on the board.

Jack, be nimble
Jack, be quick
Jack, jump over the candlestick.

"I am sure you know this rhyme. I'll read it first. Then you read it with me."

"I am going to put a line under four words."

Put a line under Jack, Jack, Jack, jump.

"These words are Jack, Jack, Jack, Jump. The first letter in each word is J. Say each word after me."

"Say these words. Each one begins with j.

jelly jump just juice jingle jolly jail

"What are the answers to these riddles? The answer to each begins with j."

A girl and boy who went up the hill to get water. (Jack, Jill)

The name of a month. (January, June, July)

The man who takes care of the school. (janitor)

A pumpkin face. (jack-o-lantern)

"Can you think of other words that begin with j?"

Keep a list of the words that are suggested.

XVI-a

Write these words on the board.

can could call

"Say these words after me."

"What is the first letter in these words? There is another letter that has the same sound as the c."

Draw or show pictures of a kitten, a key, and a kite.

"What are these pictures? Kitten, key, and kite each begin with k."

"Here are some more riddles. The first letter of each answer is k."

The grade that comes before the first grade.

(Kindergarten)

Something to open the door with. (key)

A room in the house. (kitchen)

The father of the princess. (king)

What a boy does with a football. (kick)

LESSON XVI-b

INITIAL CONSONANTS J K (VISUAL PRACTICE)

Directions:

"Look at the first word in each row. There is a line under each word. The first letter in each word is j. Look across the first row. Do you see any more words that begin with j? Put a line under each word that begins with j. Go ahead and do all the rows."

jar	jumping	doing	jingle	job
jelly	fox	big	table	jar
jam	jump	yet	jumps	jell
jump	just	gone	juice	happy
jello	go	jumped	jacket	garden
Jane	gray	Jill	yes	Jack

Directions:

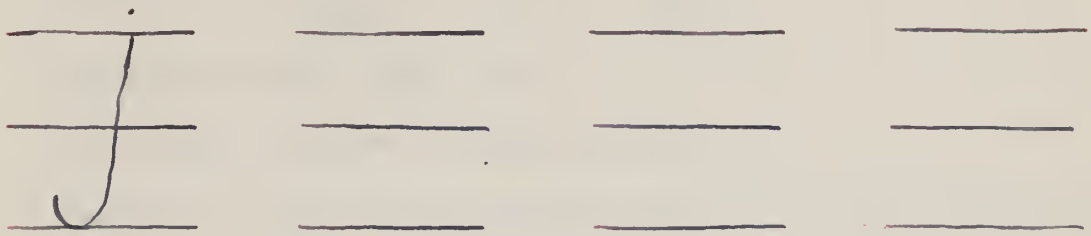
"The first word in each row begins with k. Look across the row and find the words that begin with k. Put a line under each word that begins with k."

kite	make	king	keep	door
key	kettle	letter	kitchen	little
kitten	began	kick	horse	kind
keep	hear	kittens	horns	kill

XVI-b

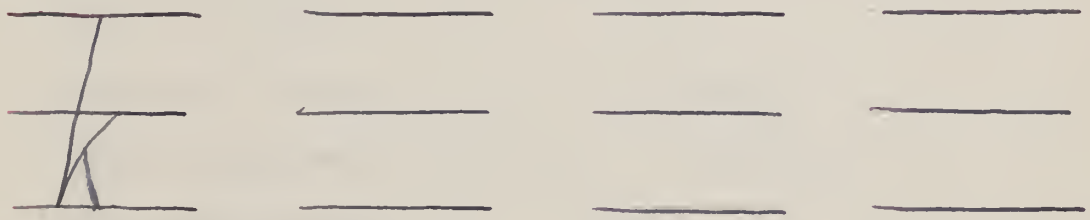
Give practice in writing the j on the board.

"Write j on these lines."



Give practice in writing the k on the board.

"Write k on these lines."



LESSON XVII-a

INITIAL CONSONANT L (AUDITORY PRACTICE)

Write these words on the board.

little letter let like

"Say the words after me."

"The first letter in each word is l."

"Each of these words begins with l. Say them after me."

lady laugh lamb light listen look ladder leaves

"I am going to read some sentences. I shall read all but the last word. Can you finish the sentence with a word that begins with l?"

Mary had a little _____ . (lamb)

Grandmother wrote a _____. (letter)

The dog hurt his ____. (leg)

Jack turned the key in the _____. (lock)

The sign said Stop, Look and_____. (Listen)

It was dark. Susan put on the _____. (light)

Peter looked at the funny picture and _____ (laughed)

"Can you think of any other words that begin with l?"

Make a list of the words.

LESSON XVII-b

INITIAL CONSONANT L (VISUAL PRACTICE)

Write these words on the board.

little letter let like

Say the words.

"The first letter in each word is l. I shall put a circle around the l in the first word. Who can put a circle around another l?"

Do the others in the same way.

Write these words on the board.

look likes more laugh

saw leg take lamb

lion lay hear lie

have little kite long

Have the children find and circle the l when it is the first letter in the word.

Give practice in writing the l.

XVII-b

Directions:

"Look at the first word. Does it begin with l? Draw a line from the first word to the l in the middle. Draw a line from each word that begins with l to the l in the middle.

look		bake
have		leaves
listen		lady
let		far
try		laughed
light	l	long
kick		father
like		ladder
letter		lived
lake		baker
lion		lie
dog		lay

"Write two words that begin with l."

_____ _____

_____ _____

_____ _____

_____ _____

LESSON XVIII-a

INITIAL CONSONANT N (AUDITORY PRACTICE)

Write these words on the board.

night Nancy not now

"Say the words after me. Listen to the first sound."

"The first letter in each word is n."

"Here are some more words that begin with n. Say them after me."

nest north nothing near new never nine nobody

"Listen carefully to these words. Most of the words will begin with n. If you hear a word that does not begin with n, you should clap."

noise number nose nice dishes newspaper note hat noon nurse music next

"Here are some more riddles. The first letter in the answer is n."

The people who live near you. (neighbors)

Another name for five cents. (nickel)

Squirrels gather them. (nuts)

Something used at the table. (napkin)

One more than eight. (nine)

"Can you think of other words that begin with n?"

Make a list of the words. Pronounce each word and have the children repeat it.

LESSON XVIII-b

INITIAL CONSONANT N (VISUAL PRACTICE)

Write these words on the board.

night not now

Read the words.

"Look at the first letter in each word. It is an n. Who can put a circle around each n?"

Write these two columns of words on the board.

nice	paper
now	neck
sat	need
table	drive
nest	sleep
box	near
note	help
nose	name
light	milk

Ask different pupils to find n at the beginning of a word.

Give practice writing n on the blackboard.

XVIII-b

Directions:

"Find each word that begins with n. Put a circle around each word that begins with n."

nest	car	not	too	night
take	new	now	way	come
no	nap	nurse	house	kite
next	make	west	near	need
may	nice	name	must	nose

"There are ____ words that begin with n."

"Write n on these lines.

n _____ _____ _____

"Write these two words that begin with n."

now

nine

LESSON XIX-a

INITIAL CONSONANTS Y V (AUDITORY PRACTICE)

Write these words on the board.

yes you your

"Say these words after me. The first letter in each word is y. We do not find as many words that begin with y as we do for most of the other letters.

"Here are a few. Say them after me."

year yesterday yard yours young yet yellow

"Now, I am going to say some words that begin with the same letter as visit. The first letter in visit is v. Say the words after me."

very vacation vegetables valentine vines vest voice victrola

If the sound of b is made instead of the v, teach the child to hold his upper lip back while bringing the lower lip to the upper teeth.

LESSON XIX-b

INITIAL CONSONANTS Y V (VISUAL PRACTICE)

Write these two words on the board.

visit very

"The first letter in visit and very is v. Who can put a line under the v?"

Write yes and you on the board.

"The first letter in each word is y."

Give practice writing on the board and on paper.

Directions:

"Look at the first word, visit. What is the first letter in visit? There is a box around visit. Put a box around each word that begins with v. Look at the other word at the top, you. What is the first letter in you? There is a circle around you. Put a circle around each word that begins with y."

you	take	very	yours	year
get	vegetables	near	vase	valentine
wanted	yellow	jump	mother	yet
yard	got	will	vines	yourself
wait	violet	visit	yes	wood

There are ____ words that begin with v.

There are ____ words that begin with y.

LESSON XX-a

INITIAL CONSONANTS J K L N Y V (AUDITORY PRACTICE)

Write these familiar words on the board.

jump kite little night yes visit

"Who would like to read the words that are on the board?"

"We are going to use these words in a little game."

"I shall say a word, let. The first letter in let is the same as the first letter in one of the words on the board. I want someone to point to the word that begins with the same letter as let."

"Here is another word to try, nest. I want someone to point to the word on the board that begins with the same letter as nest."

"Now we'll have two children come up and stand in front of the words. I'll say a word and we'll see which one can point first to the word on the board that begins with the same letter."

Give many pupils an opportunity to try.

The following is a list of words to use.

jump	kitten	lady	nest	yes	vase
jingle	key	laugh	north	you	vine
jelly	kite	ladder	nice	your	violet
just	kitchen	lamb	number	yard	valentine
joke	king	leaves	new	year	voice
juice	kick	light	no	yet	very

LESSON XX-b

INITIAL CONSONANTS J K L N Y V (VISUAL PRACTICE)

Directions:

"Look at the first word in the first row. What is the first letter in the word? Put a line under each word in the row that begins with k. What letter do you look for in the second row? Do the second row. What letter do you look for in the third row? Go ahead and do each row."

kitten	with	king	light	house
very	vines	could	vegetables	paper
name	hat	near	gray	now
yes	ground	year	fire	yours
letter	long	horse	second	lie
just	pretty	jam	told	jumped
now	need	rose	new	farmer
kite	kept	home	kitchen	key
you	yard	yellow	green	bump
jump	game	jelly	for	looked
like	look	bought	dress	vest
visit	sheep	run	valentine	were
let	hurry	lay	bread	light
no	nap	coat	make	mail

LESSON XXI-a

INITIAL CONSONANT BLEND TH (AUDITORY PRACTICE)

Write these words on the board.

this the thought thank

"Say these words after me."

"Two letters work together to make the first sound in each of the words. The letters are th. Watch my mouth as I say the th."

Repeat the words.

"Here are some other words that begin with th."

that they those them thin think there things three thimble thumb thirsty

"What are the words that begin with th in each one of these sentences?"

1. There are three books in that desk.
2. The boy came to their house on Thursday.
3. I threw the ball over there.
4. Thank you for the gift.
5. This thing is not yours.
6. I heard the thunder.
7. That boy is too thin.

"Can you think of some words that begin with th?"

LESSON XXI-b

INITIAL CONSONANT BLEND TH (VISUAL EXERCISE)

Directions:

"Look at the first word. It begins with the letters th. Draw a line from the first word to the th in the middle. Draw a line from each word that begins with th to the th in the middle."

this		white
that		the
take		thin
they		train
third	th	frog
who		think
thirty		those
for		flat
thought		though

Directions:

"Put a line under each word that begins with th."

I saw that house.

I thought he was right.

Is this the baggage car?

"Write two words that begin with th."

LESSON XXII-a

INITIAL CONSONANT BLEND SH (AUDITORY PRACTICE)

Write these words on the board.

Shep shall she

"Say these words after me."

"These words begin with sh. The two letters work together to make the first sound. Sometimes we say this sound when we want a person to be quiet. Sh-sh-sh."

"Here are some words that begin with sh. Say them after me."

sheep shed shake shower shook

shop shoe shovel

"Let's try some riddles. The answer to each riddle begins with sh."

Something to cut with. (shears)

A large boat. (ship)

To close something. (shut)

To call loudly. (shout)

Something to put things on. (shelf)

You do it with a gun. (shoot)

Another name for a movie. (show)

What the sun does. (shine)

Can you think of some words that begin with sh?

Make a list of the words.

LESSON XXII-b

INITIAL CONSONANT BLEND SH (VISUAL PRACTICE)

Write these words on the board.

shall she

"Who would like to put a circle around the sh in each of these words?"

Write these sentences on the board.

1. I shall go to the shop.

2. He said she was going.

3. The sheep went into the shed.

4. Please put the shears on the shelf.

"Now we'll find the words that begin with sh and put a line under the word."

Have different pupils find the words.

XXII-b

Directions:

"Look at the first box. Find two words that begin with sh. Draw a line between the two words. In each box draw a line between the two words that begin with sh."

she	shed
the	at

sheep	sweep
thing	shall

she	what
stop	shall

whistle	shell
Shep	when

swing	glad
shake	she

she	shed
slide	swing

"Write each of these words two times on the lines. What are the first two letters in each word?"

she

shall

LESSON XXIII-a

INITIAL CONSONANT BLEND CH (AUDITORY PRACTICE)

Write these words on the board.

choo chairs chug children

"Say these words after me. Listen closely to the first sound in each word."

"The first two letters work together and make the first sound. The letters are ch. The sound is something like the sound a train makes as it is moving out of the station. Ch-ch-ch-ch."

"See if you can hear the ch in these words. Say each word after me."

cheese china chew chocolate chowder church chase chicken

"Listen to these words. If you hear a word that begins with ch, stand."

basket squirrel chimney chair breakfast jelly sweater chipmunk

flower chain gate climb chin shower cheese blanket champion

"Let's see if you can think of some more words that begin with ch."

Make a list on the board.

LESSON XXIII-b

INITIAL CONSONANT BLEND CH (VISUAL PRACTICE)

Directions:

"Look at the word at the top. It begins with ch. There is a line under the word. Look at the first column of words. Put a line under each word that begins with ch. Do the same with each column."

chair	slow	choo	chimney	those
clock	cheese	children	close	show
chalk	chicken	called	check	play
black	thick	cheer	sheep	chain
chug	color	chum	child	clown
close	chocolate	clean	crayon	choose

There are ___ words that begin with ch.

Directions:

"Find three words that begin with ch. Put a line under each word. Write the three words that begin with ch on the lines below."

1. He sat on the chair.

2. The child found a small chain.

LESSON XXIV-a

INITIAL CONSONANT BLEND WH (AUDITORY PRACTICE)

Write these words on the board.

what where why while

"Say each word after me. Two letters work together to make the first sound in each word. The first two letters in each word are wh. I'll put a line under the wh."

"Listen to these words that begin with wh. Say each one after me."

wheat when whether which

"The answers to these riddles begin with wh. Can you tell me the answers?

One of the colors in the flag. (white)

Something the policeman blows. (whistle)

To speak with a very quiet voice. (whisper)

An automobile has four of these. (wheels)

"I am going to read four words. All but one will begin with wh. Can you tell me the word that does not begin with wh?"

why	where	this	which
chain	whether	wheel	when
whistle	wake	wheat	white
why	what	they	wheels

"Can you think of some more words that begin with wh?"

Make a list. Pronounce the words and have the children repeat each word.

LESSON XXIV-b

INITIAL CONSONANT BLEND WH (VISUAL PRACTICE)

Write these words on the board.

wheel white when where what why

Put a circle around the wh in the first word. Have the put a circle around the wh in each word.

Directions:

"Look at the first box. Find the two words that begin with wh. Draw a line between the two words. Do the other boxes in the same way."

why	which
drop	climb

chair	wheel
which	stone

when	flower
thank	whisper

this	when
where	black

there	they
white	wheel

where	chin
those	what

wheel	why
both	wet

shall	wheat
she	where

then	whistle
why	church

LESSON XXV-a

INITIAL BLENDS GR DR (AUDITORY PRACTICE)

Write these words on the board.

grandmother grocery grass green

"Say these words after me."

"These words all begin with the same two letters. The letters are gr. You know the sound of the g and of the r. In these words we hear the two sounds right together."

"Listen to the gr in these words. Say the words after me."

ground gray grow grew grade great

"Let's play a listening game. You will listen for a word that doesn't begin with gr. When you hear one you will clap."

grass grew grow chair ground
gray brought

green grocery dress grade grandfather

"Now I shall write some words that begin with dr."

Write the words on the board.

dresses dry drink

"Say the words after me. We hear the d and the r right together."

"These words begin with dr. Say them after me."

dried draw drive drop

"Here are some riddles. The answer to each is a word that begins with dr."

XXV-a

The man who drives a car. (driver)

The noise a raindrop makes. (drip)

"Now let's see if you can think of some words that begin with gr and dr. I shall make two columns; one for words beginning with gr and one for words beginning with dr."

LESSON XXV-b

INITIAL BLENDS GR DR (VISUAL PRACTICE)

Write these words on the board.

grass grocery green

"I am going to put a box around the gr in the first word. Who can put a box around the gr in the next words?"

Write these words on the board.

dress draw dry

"I am going to put a circle around the dr in the first word. Who can put a circle around the dr in the next two words?"

XXV-b

Directions:

"Put a box around each gr that begins a word. Put a circle around each dr that begins a word.

dress	grass	draw	ground
stop	drop	flower	green
gray	dry	down	bring
grow	grocery	grade	print
drive	frog	dried	grandmother
grew	drink	grow	chair

"Write three words that begin with gr."

gr

"Write three words that begin with dr."

dr

LESSON XXVI-a

INITIAL BLEND BR (AUDITORY PRACTICE)

Write these words on the board.

brook brought bread

"Say these two words after me."

"The first two letters are br. We hear the sound of the b and r right together."

"Here are some other words that begin with br. Say them after me."

break bring bright brother

"Here are some riddles. Each answer begins with br."

A color. (brown)

Something you use on your hair. (brush)

Something found over water. (bridge)

A part of a tree. (branch)

Something used to sweep the floor. (broom)

Something chimneys are made of. (bricks)

A kind of food. (bread)

The first meal of the day. (breakfast)

"Can you think of other words that begin with br?"

Make a list of the words.

LESSON XXVI-b

INITIAL BLEND BR (VISUAL PRACTICE)

Write these words on the board.

brook broke bread breakfast

"Look at the first two letters in each word. They are br. Who can put a line under the br in the first word?"

Have other children put a line under the br in the other words.

Directions:

"Look at the first word. What two letters are at the beginning of the word? Find a word that begins with br in the second column. Draw a line from the first word in the first column to a word in the second column that begins with br. Find another word that begins with br in the first column and another that begins with br in the second column. Draw a line between the two words. Do the rest of the columns in the same way."

broken	grade
children	bright
breakfast	brother
bridge	plant
please	sheep
grass	brave
brook	drink
bread	break
draw	bring
brought	branch

LESSON XXVII-a

INITIAL BLENDS GR DR BR (AUDITORY PRACTICE)

Write these words on the board.

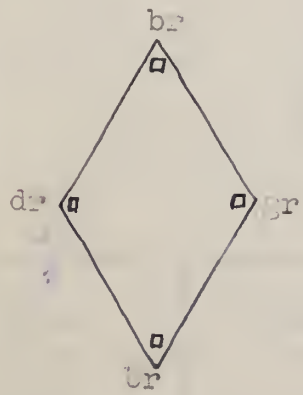
green dress bread

"The first word I have written on the board is green. What are the first two letters in green? Can you think of two other words that begin with gr? I shall write the words in the first column under green."

"The word at the top of the second column is dress. What are the first two letters? Can you think of two other words to put in this column?"

"What are the first two letters in the last word? Can you think of two other words to write in this column?"

"Do you think you would like to play baseball with the words?"



Draw a baseball diamond on the board. Write the blends as shown.

"To get on first base, a player must give a word that begins with gr; to get to second, he must give a word that begins with br; to get to third, he must give a word that begins with dr; to get home he must give a word that begins with br. When a player goes all the way around he makes a home run. Let's see how many home runs we can have."

LESSON XXVII-b

INITIAL BLENDS GR DR BR (VISUAL PRACTICE)

Directions:

"Cut out the words at the bottom of the page. Paste all the words that begin with gr in column 1 under green. Paste the words that begin with dr in column 2 under dress. Paste the words that begin with br in column 3 under bread.

green	dress	bread

grass	breakfast	brook	dream
cry	gray	glass	grocery
brick	drink	tree	dried
branch	shout	brown	dry

LESSON XXVIII-a

INITIAL BLENDS CL FL (AUDITORY PRACTICE)

Write these words on the board.

close clippity-clap clown

"Say the words after me."

"The first two letters in these words are cl. See if you can hear the cl in these words. Say them after me."

climbed clean clock closed cloud

clap class clothes

"I am going to say three words. There will be one word that will not begin with cl; the other words will. Raise your hand if you can tell me the word that does not begin with cl."

clap	clown	back
dress	cloud	clean
closed	black	climb
cloth	flower	clear

"We have been talking about words that began with cl. Now I am going to write some words that begin with fl."

flew flat flower

"Say the words after me. This time we shall hear the sound of the f with the sound of the l."

"Here are some more words that begin with fl."

flag floor fly flying

XXVIII-a

"I am going to read some sentences. See if you can hear some words that begin with fl."

1. The children carried flowers and flags.

2. Florence saw the flier as he stepped out of the plane.

3. The flat box lay on the floor unopened.

"Can you think of some words that begin with cl?"

Make a list of the words.

"Can you think of some words that begin with fl?"

Make a list of the words.

LESSON XXVIII-b

INITIAL BLENDS CL FL (VISUAL PRACTICE)

Write these two columns of words on the board.

climbed	flew
clean	flat
cloud	flower
clock	flag
class	fly
cloth	floor
clothes	flying

Put a box around the cl in the first word.

Have different pupils box the cl in the other words.

Put a circle around the fl in the first word in the second column.

Have the pupils circle the fl in the other words.

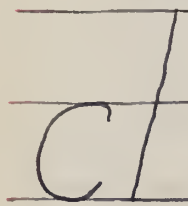
XXVIII-b

Directions:

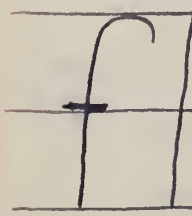
"Put a box around each cl that begins a word. Put a circle around each fl that begins a word."

clown	thing	fly	cloud
flat	clock	chain	shall
stand	flew	floor	clay
chair	flower	cloth	clap
class	play	flying	chimney

"Write two words that begin with cl."



"Write two words that begin with fl."



LESSON XXIX-a

INITIAL BLENDS PL BL (AUDITORY PRACTICE)

Write these words on the board.

play playing plants please

"Say these words after me."

"What are the first two letters in each word?"

"These words begin with pl. Say them after me."

plate plain place planting planted played playhouse

Write these words on the board.

block black blackboard blew

"What are the first two letters in these words?"

"These words begin with bl; the others we just spoke about begin with pl. Say the words."

"These words begin with bl. Say them after me."

blind blow blowing

"I am going to say some words. When you hear one that begins with bl, clap."

drop	chain	grow	blew	from
brought	blind	thought	blow	bring
blowing	break	play	clean	bleed

"Can you think of some words that begin with bl?"

"Can you think of some words that begin with pl?"

Make lists of the words. Pronounce and have children repeat.

LESSON XXIX-b

INITIAL BLENDS PL BL (VISUAL PRACTICE)

Write these words on the board.

play plant please

"Who can put a box around the pl in the first word?"

Have the pupils box the pl in the other words.

Write these words on the board.

block black blackboard

Have the children box the bl in each word.

Directions:

"Draw a line from each word beginning with pl to the pl in the middle. Draw a line from each word beginning with bl to the bl in the middle."

play		plain
plant		blue
block		long
playing		playhouse
climb	pl	blackboard
place	bl	blind
slide		playing
planted		blocks
print		plants

LESSON XXX-a

INITIAL BLENDS CL FL PL BL (AUDITORY PRACTICE)

REVIEW LESSON

Review these lists of words that begin with cl, fl, pl, and bl. Say a word and have the pupils repeat it. Ask what the first two letters are in each group. Add words from the lists previously suggested by the pupils.

close	flew	play	black
clippity-clap	flat	plant	block
clown	flower	please	blue
class	fly	playhouse	blind
clothes	floor	playing	blow
clock	flag		blackboard
climbed			

"I am going to make a hill for you to climb."

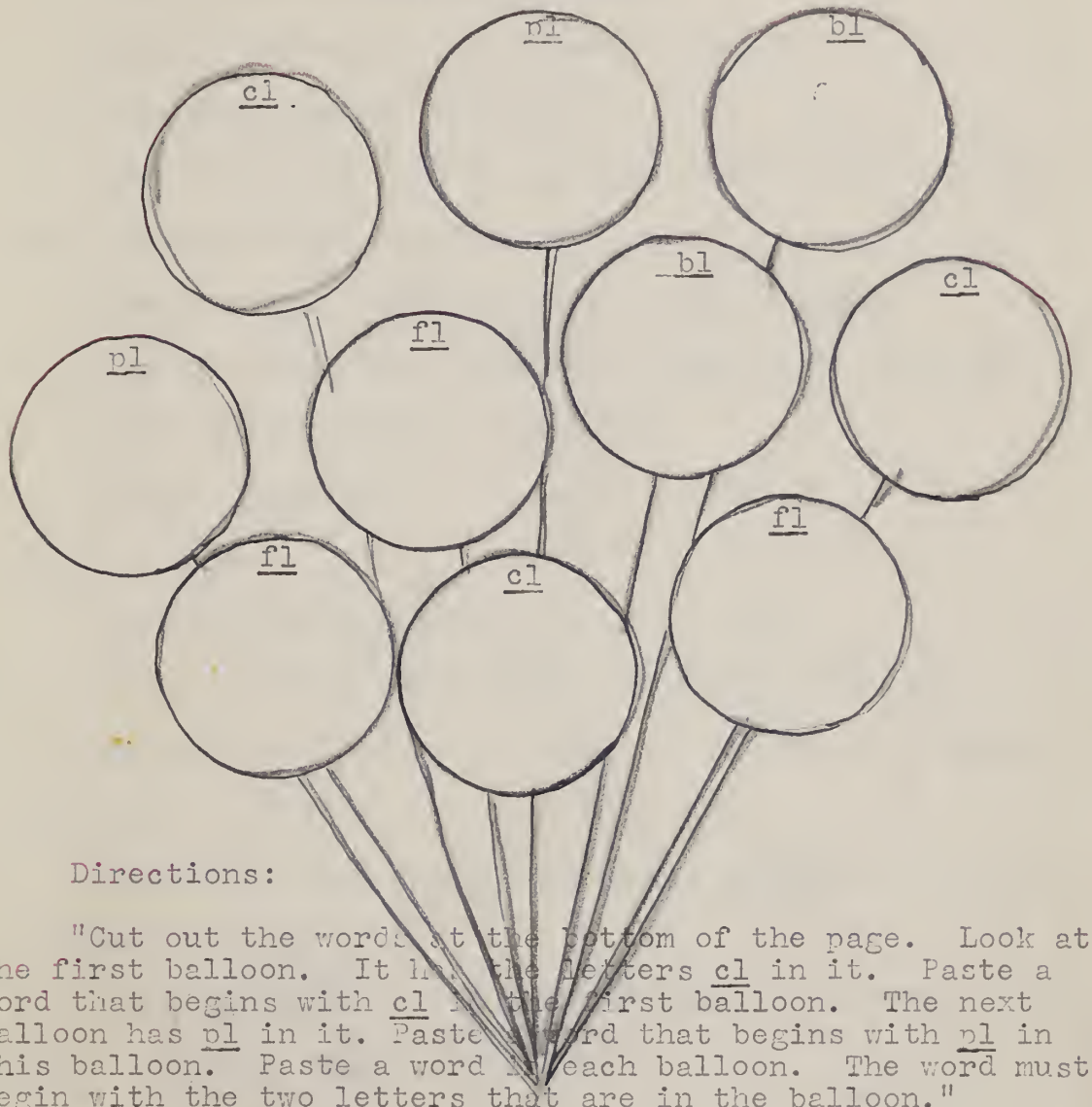
Draw a hill on the board. Write the blends as shown.

"To climb the hill you must give a word that begins with each of the letter combinations. Who would like to try? The first word must begin with fl, the next with cl and so on up the hill."

LESSON XXX-b

INITIAL BLENDS CL FL PL BL (VISUAL PRACTICE)

REVIEW LESSON



Directions:

"Cut out the words at the bottom of the page. Look at the first balloon. It has the letters cl in it. Paste a word that begins with cl in the first balloon. The next balloon has pl in it. Paste a word that begins with pl in this balloon. Paste a word in each balloon. The word must begin with the two letters that are in the balloon."

clirb	play	blue	clown	black
flag	please	fly	clock	floor

LESSON XXXI-a

INITIAL BLENDS SW ST (AUDITORY PRACTICE)

Write these words on the board.

swing sweater sweep swept

"Say these words after me."

"The first two letters in each of the words are sw. Let's say the words together."

"Another word that begins with sw is sweet."

"Now we shall hear some words that begin with st."

Write these words on the board.

story sticks stories stack stop stores stay

"Say the words after me."

"Here are some other words that begin with st."

stairs station stove stone stomach stocking still

"Listen for the words that begin with st. Clap when you hear one."

stop brook please store star shall small start

spot stand chin children sting storm track step

"Can you think of some words that begin with sw?"

"Can you think of some words that begin with st?"

Make lists of the words.

LESSON XXXI-b

INITIAL BLENDS SW ST (VISUAL PRACTICE)

Directions:

"Look at the first column. The first word begins with st. Put a circle around the word. Point to the next word in the column that begins with st. Put a circle around the word. Put a circle around each word that begins with st.

store	tree	that	sting	stores
shop	stocking	stand	small	shop
stack	swing	stick	story	truck
station	step	shoe	stood	skin
sky	stopped	storm	sleep	stories
stack	stone	school	stove	slow

"Write three words that begin with st."

"Write these two words that begin with sw."

swing

sweep

LESSON XXXII-a

WORDS THAT RHYME WITH MAY (AUDITORY PRACTICE)

Write these words on the board.

may day play say

"Say each word after me."

"Each of these words has the same ending. Each word ends with ay. We say the words rhyme."

"I am going to read a little poem[1] about a woodpecker. You will hear some words that rhyme with may and day."

"Woodpecker, woodpecker, pecking away,
Woodpecker, busy the livelong day,
Working away, working away,
Woodpecker, busiest bird in May."

"Two of the words that rhyme are away and day. What is the other word that rhymes with them?"

"I am going to read two lines. The last words in each line should rhyme. Can you fill in the last word?"

"Billy, Billy," called Ted, one day.
"Come over to my house and ____." (play)

The gingerbread boy said, "I can not stay,
For I am running ____." (away)

Little Kitty Gray
Runs and jumps at ____. (play)

"Wait for me," called little May
"For I am going your ___. (way)

[1]Stoddard, Clara B., Sounds for Little Folks Expression Co., Boston 1940 p. 37

XXXII-a

"Listen to these words that I shall read. Can you hear any words that rhyme with <u>may</u> and <u>day</u>?"

fall	milk	say	me
my	hay	sing	trunk
look	make	stay	tell
lay	swing	keep	might
still	way	train	gray

"Now we shall say all the words we have found that rhyme with <u>may</u> and <u>day</u>. Say them after me."

may day away lay play gray stay hay way

LESSON XXXII-b

WORDS THAT RHYME WITH MAY (VISUAL PRACTICE)

Directions:

"Look at the first word. The word ends with ay. Look across the top line and find another word that ends with ay. Put a line under the word. The two words rhyme. In each line find the word that rhymes with the first word.

way	like	keep	stay
day	met	fall	may
play	gray	house	not
lay	make	away	train
hay	day	door	see
way	hop	flat	gay
day	can	play	jam
stay	may	lake	rain

"Write a word that rhymes with the first word."

may

day

LESSON XXXIII-a

WORDS THAT RHYME WITH AT (AUDITORY PRACTICE)

Write these words on the board.

cat flat fat hat

"Say these words after me."

"Each of these words have the same ending, at. So we say the words rhyme. We'll say the words again."

"I am going to say four words. One of the words will end with at. Can you hear the word that ends with at?"

keep	make	fall	bat
may	sat	did	step
that	let	well	sing
tell	street	sand	fat
man	hat	take	lay
stop	look	flat	track
cart	bread	cook	cat

"Now let's make a list of all the words we have heard that rhyme with at."

Write them on the board.

at	hat
cat	sat
flat	bat
fat	that

"Say each word after me."

LESSON XXXIII-b

WORDS THAT RHYME WITH AT (VISUAL PRACTICE)

Write these words on the board.

fat cat that sat

"Each word ends with at. I am going to put a box around the ending, at in the first word."

Have the pupils box the at in the other words.

Directions:

"Draw a line from each word that ends with at to the at in the middle."

sat		make
me		flat
pin		bed
cat		rat
that	at	fat
let		met
take		sat
hat		cap
can		let
bat		that

"Write four words that end with at."

_____

_____

_____

XXXIII-b

Directions:

"Find the word that rhymes with the first word in each line. Put a line under it. What ending will you be looking for in each line?"

cat	sing	that	tell
fat	hat	lay	train
bat	let	sat	did
that	did	cat	met
sat	bad	may	that
flat	met	hat	can

LESSON XXXIV-a

WORDS THAT RHYME WITH BOOK (AUDITORY PRACTICE)

Write these words on the board.

book look cook took

"Say these words after me."

"These words have the same ending. They rhyme. I'll put a line around the parts that are alike in each word. The letters at the end of each word are ook."

"I am going to read you a poem.[1] See if you can hear the words that rhyme with book and look."

Little brook, little brook,
You have such a happy look,
Such a very merry manner,
As you swerve and curve and crook.
James Whitcomb Riley

"What are the words that rhyme with book and look?"

"Brook, look, and crook are the words that rhyme."

"I am going to say some words. If you hear a word that rhymes with book, I want you to clap."

make seen train look boy round
let brook more

thing took lake cook tail start
should look

"I'll read a little story. Finish my story with a word that rhymes with book."

Fishes in the brook,
I'll catch you on my ____. (hook)

[1]Stoddard, Clara B., Sounds for Little Folks Expression Co., Boston 1940 p. 134

XXXIV-a

"I," said the cook,
Read it in my ____. (book)

Write the words that end with ook on the board. Have the children say them.

"Can you think of any other words that rhyme with book?"

LESSON XXXIV-b

WORDS THAT RHYME WITH BOOK (VISUAL PRACTICE)

Write these words on the board. Box the ook in the first word. book look cook took

"I have put a box around the ook in book. Who can put a box around the ook in the other words?"

Directions:

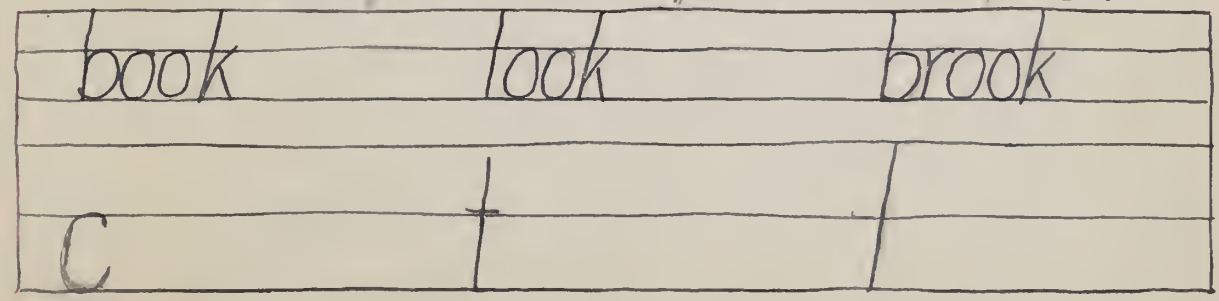
"Look for the words that end with ook. Put a box around the ook in each word."

cook	stay	book	may
take	said	brook	cook
shall	make	look	like
look	room	broke	say
rake	soon	brook	noon
school	took	book	foot

Write a word that rhymes.

Directions:

"Look at the first box. There is a word in it that ends with ook. What other letter do you see in the box? Write ook after the c and make a word that rhymes with book. In the other boxes writes a word that rhymes with the top word."



XXXIV-b

Directions:

"Put a circle around each word that ends with ook in these sentences."

Look at my book.

The children played near the brook.

Mother will cook the dinner.

Tom took Sandy home

I will look for the ball.

There are ___ words that end with ook.

"Read the sentences."

LESSON XXV-a

WORDS THAT RHYME WITH ALL (AUDITORY PRACTICE)

Write these words on the board.

ball fall call

"Say the words after me. Each word has the same ending all. The words rhyme. The ending all is a word all by itself. What does it say? All is right."

"Listen to these sentences. Can you hear a word that rhymes with ball?"

The boys marched into the hall.

"What is the word that rhymes with ball?"

The dog jumped over the wall.

He was a very small boy.

"What words have we found that end with all? I'll write each word on the board as someone gives it to me."

"Can you think of other words that end with all?"

Make a list of the words. Have the pupils say the words.

LESSON XXXV-b

WORDS THAT RHYME WITH ALL (VISUAL PRACTICE)

Write the words on the board. Say the words.

ball call wall

"There is a line under the all in the first word."

Have pupils put a line under the all in the other words.

Directions:

"Find the words that end with all. Draw a line from each word that ends with all to the all in the middle."

ball		smoke
come		small
call		tall
small		back
take		call
tall	all	saw
sat		ball
wall		walk
sat		will
smell		little
fall		fall
still		talk

"Write three words that rhyme with ball."

LESSON XXXVI-a

WORDS THAT RHYME WITH MAY, AT, BOOK, ALL

(AUDITORY PRACTICE)

REVIEW LESSON

Make four columns on the board. Write the following words, one at the top of each column.

may	cat	book	all

"We shall see how many words you can remember that rhyme with each word at the top of a column."

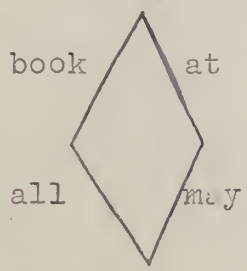
"What are some words that rhyme with <u>may</u>? I shall write them in the column under may."

"What are some words that rhyme with <u>cat</u>? I'll write the words under <u>cat</u>."

Ask for the other words in the same way.

"Do you remember how we played baseball with words?"

Draw a baseball diamond on the board. Write the words at each base as shown in the diagram.



"You must start at home plate. To get to first base you give a word that rhymes with <u>may</u>. To get to second you give a word that rhymes with <u>at</u>, and so on. If you go all the way round you make a home run. Let's play ball."

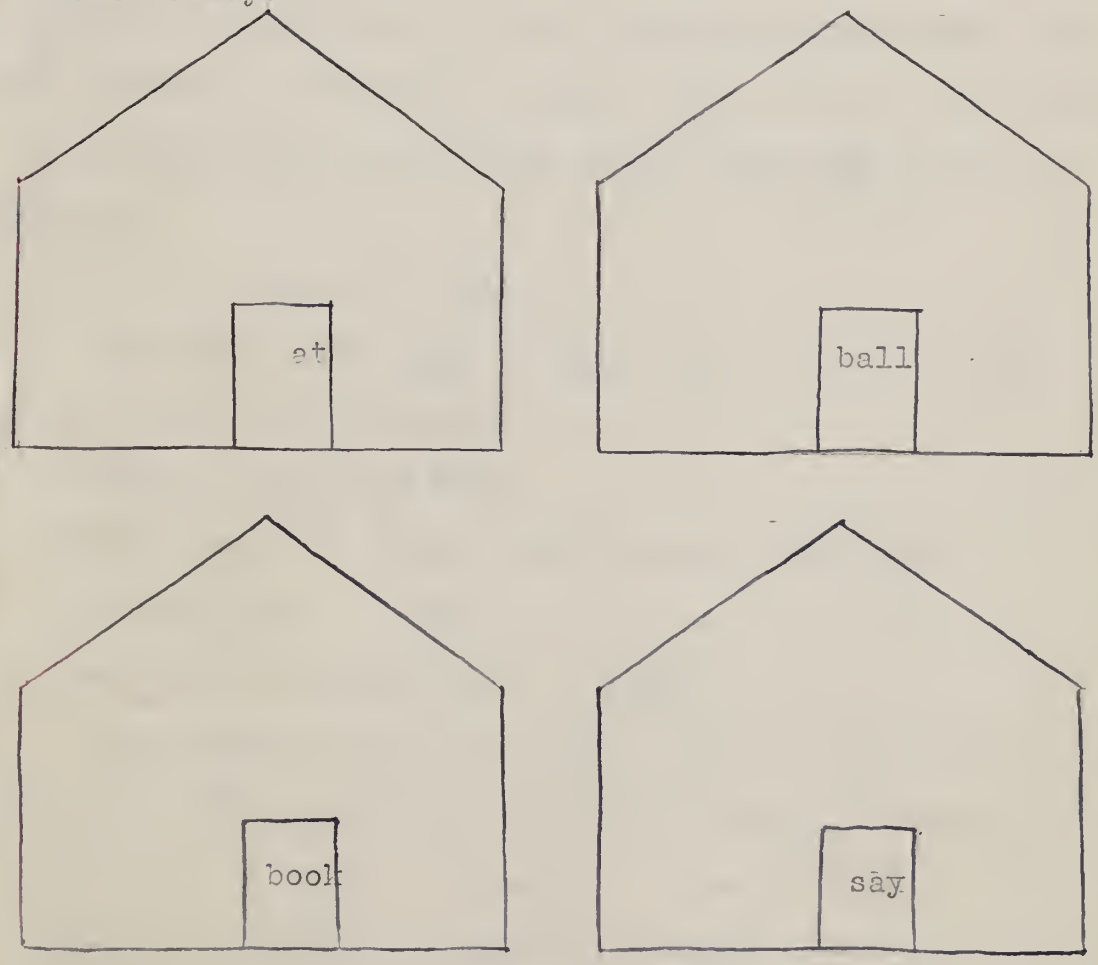
LESSON XXXVI-b

WORDS THAT RHYME WITH MAY, AT, BOOK, ALL

(VISUAL PRACTICE)

Directions:

"Cut out the words at the bottom of the page. Paste the words that rhyme with <u>at</u> in the <u>at</u> house. Paste the words that rhyme with <u>ball</u> in the <u>ball</u> house. Fill the other houses in the same way."



cat	may	look	sat	call	play
cook	flat	gray	ball	brook	fall

LESSON XXXVII-a

WORDS THAT RHYME WITH HEN (AUDITORY PRACTICE)

Write these words on the board.

hen then men

"Say the words after me. Listen carefully to the ends of the words."

"These words rhyme for the endings are the same. The last letters in each word are en. Let's say the words again."

"Can you hear a word that rhymes with hen in this sentence?"

The boy counted ten eggs.

"Ten rhymes with hen and then. See if you can hear another one in this sentence."

When will you come home?

"The answers to these riddles rhyme with hen."

A boy's name. (Ben)

Something to write with. (pen)

"I am going to say four words. Two of the words in each group will rhyme. The words will end in en. Listen."

see	men	may	pen
when	take	ten	not
met	gone	Ben	hen
ten	ran	then	fun
wet	men	ten	sand

"Can you think of any other words that rhyme with hen?"

LESSON XXXVII-b

WORDS THAT RHYME WITH HEN (VISUAL PRACTICE)

Write these words on the board.

hen then men ten

"Who can put a box around the en in the first word?"

Have other pupils find and box the en in the other words.

Directions:

"Find the words that rhyme in each box. The words end in en. Draw a line between the two words that rhyme."

men	the
make	hen

when	take
ten	do

rat	Ben
pen	day

ran	when
show	ten

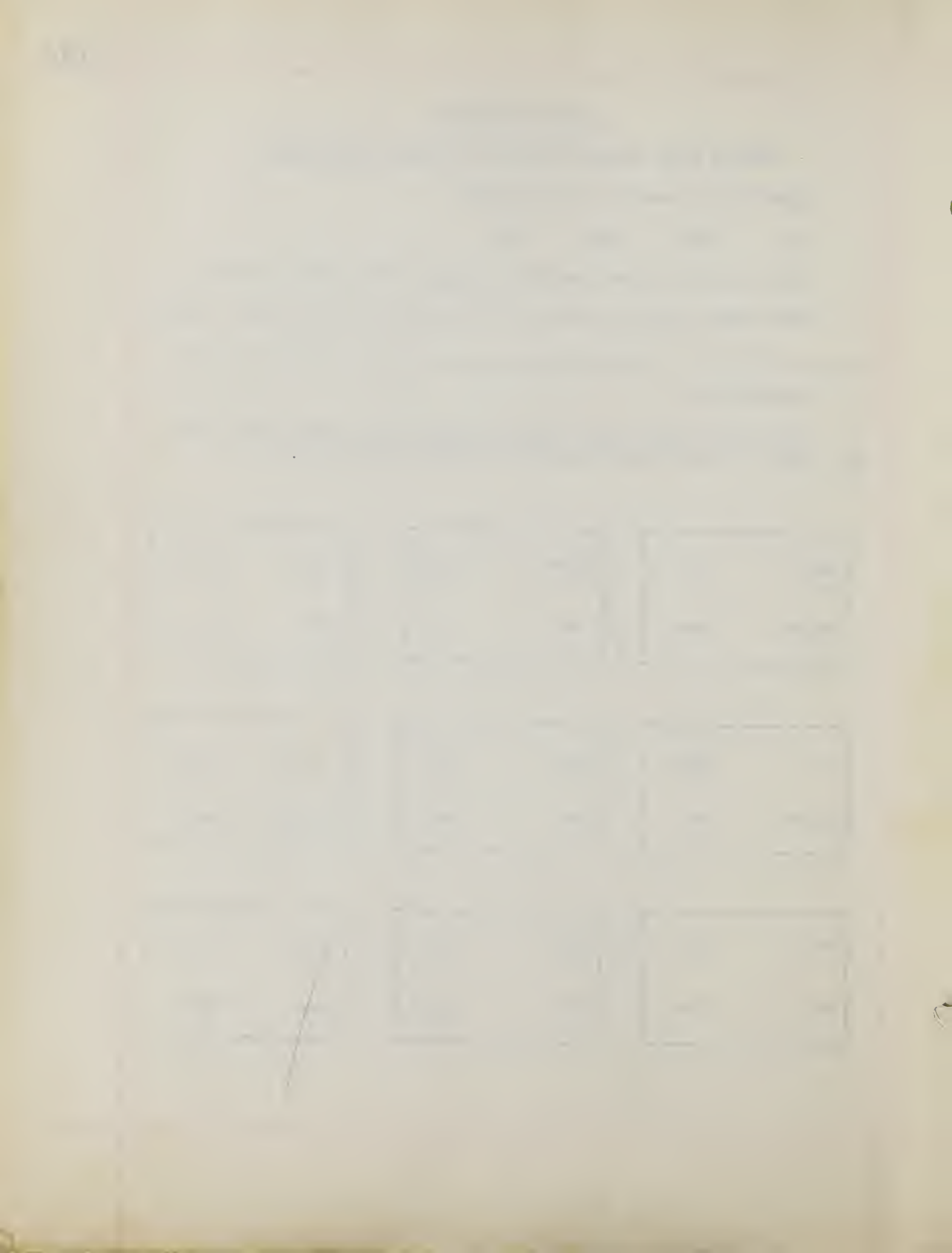
can	me
men	hen

when	then
what	man

men	man
on	when

hen	ten
tan	hand

when	let
men	mine



LESSON XXXVIII-a

WORDS THAT RHYME WITH ROUND (AUDITORY PRACTICE)

Write these words on the board.

found ground pound

"Say each word after me."

"These words rhyme. The ending of each word is ound.

"Let's say the words again."

"I am going to read some sentences. Can you hear some words that end with ound?"

The wheel turned round and round.

We could not hear a sound.

He looked all around.

"I am going to say a little rhyme. The last word in each line will end in ound."

She spun round and round,

Then fell to the ground.

"What are the two words that rhyme?"

"Now I am going to say one line. Can you add a line that will rhyme?"

Two little birds I have found,

Write these letters on the board: f gr m s f r

"Use these letters and make words ending in ound. The first word is found. Who can tell me what the next word will be?"

Find the other words in the same way.

LESSON XXXVIII-b

WORDS THAT RHYME WITH ROUND (VISUAL PRACTICE)

Directions:

"The first word in each line ends with ound. In each line find a word that rhymes with the first word. Put a line under the word that rhymes with the first word."

found	take	sound	shall
round	small	little	bound
ground	found	running	cover
round	sand	kind	ground
sound	thought	mound	lost
around	stand	pound	bought
sound	town	found	band
ground	loud	want	bound
round	ground	pond	about
pound	down	found	could

Directions:

"Put a line under each word that ends with ound."

Tom and Nancy looked all around. They stepped softly this way and that way. They looked up at the tree and along the ground. Then Nancy said, "Tom, Tom, I have found him."

Tom looked. Nancy pointed up into the tree. There, not making a sound, sat the little squirrel.

Read the story.

LESSON XXXIX-a

WORDS THAT RHYME WITH SLEEP(AUDITORY PRACTICE)

Read the nursery rhyme Little Bo-Peep.

Little Bo-Peep has lost her sheep
And can't tell where to find them;
Leave them alone, and they'll come home,
Wagging their tails behind them.

Mother Goose

"There are two words in the first line that rhyme. Peep is one, and sheep is the other. I'll write these two words on the board."

"The letters that are the same in each word are eep."

"Can you hear another word that rhymes with peep and sheep in this sentence?"

I will keep the picture.

"Keep does rhyme with peep and sheep. Listen for another in this sentence."

The little boy went to sleep.

"Sleep rhymes with peep and sheep. Now we have four words that rhyme. Let's get them all on the board."

peep sheep keep sleep

"Say the words with me."

"Finish each of these sentences with a word that rhymes with peep."

Father said that I might have the ball to ____. (keep)

Little Boy Blue fell fast _____. (asleep)

XXXIX-a

The little chick said, "_____ , ____." (Peep)

Lassie helped to bring home the _____. (sheep)

Nancy was helping Mother.
She said, "Let me ____." (sweep)

"Can you think of other words that rhyme with peep?"

LESSON XXXIX-b

WORDS THAT RHYME WITH SLEEP (VISUAL PRACTICE)

Write these words on the board.

peep sheep keep sleep sweep

Put a line under the eep in the first word.

Have different pupils put a line under the eep in the other words.

Directions:

"In the first box find the two words that end with eep. Draw a line between the two words. Do the other boxes in the same way."

hill	peep
sleep	grow

keep	sheep
like	field

dry	each
sleep	keep

sweep	kept
letter	peep

send	room
sleep	sheep

peep	keep
pretty	save

keep	seat
seen	sleep

peep	sweep
rose	see

seem	peep
sweep	paint

LESSON XL-a

WORDS THAT RHYME WITH SING (AUDITORY PRACTICE)

Write these words on the board

sing swing thing ding

"Say the words after me."

"These words rhyme. They all have the same ending."

"Listen and see if you can hear the words that rhyme."

Ding! Ding! Ding!
The fire bells do ring.

A letter I bring,
From the little king.

The children sing
As they swing.

"Now I would like to have you tell me the words we have heard that end with ing. I shall write them on the board as you give them."

sing swing thing ding ring

bring king

"I am going to say four words. Two of the words rhyme. They end with ing. Can you tell me the words that rhyme?"

right	sing	wing	day
bring	did	king	can
swing	rang	song	thing
bag	string	tree	ring

"Can you think of any other words that rhyme with sing?"

LESSON XL-b

WORDS THAT RHYME WITH SING (VISUAL PRACTICE)

Directions:

"Look at the first word. It ends with ing. There is a line under the word. Look across the first line. Find another words that ends with ing and draw a line under it. Do the other lines in the same way."

thing	let	sing	trunk
wing	thing	right	dog
king	book	bought	ring
bring	light	big	swing
thing	ring	early	baker
sing	find	king	fish
ding	wing	vines	begin
swing	rang	dong	ding

Write three words that end with ing."

LESSON XLI-a

WORDS THAT RHYME WITH HEN, SLEEP, ROUND, SING

(AUDITORY PRACTICE)

REVIEW LESSON

Review words rhyming with hen, sleep, round, sing.

Write these words on the blackboard.

hen	sleep	round	sing
then	peep	found	swing
men	sheep	ground	thing
ten	sleep	pound	ding
Ben	keep	around	ring
when		sound	bring
pen			king

"The words in the first column rhyme with hen. Say the words after me."

"Can anyone read the words in the first column?"

"The words in the second column rhyme with sleep. Say the words after me."

"Can anyone read the words in the second column?"

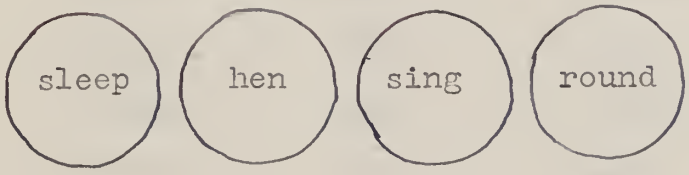
"I am going to read four words. Can you tell me the two words that rhyme in each group?"

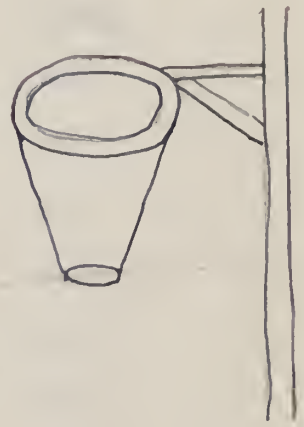
peep	make	do	sleep
night	found	place	round
cap	men	ten	sent
sweep	keep	face	feet

XLI-a

sing	fill	rang	swing
man	when	then	door
out	thought	sound	ground

"Let's see if we can play basketball with the words. We try to make baskets by throwing the ball into the basket. Here is the basket and the four balls."





"On each ball you will see a word. What do the words say?"

"To make a basket you must give a word that rhymes with the word on the ball. I'll point to the ball that you are to throw. Each player will throw three balls. How many of you can make three baskets?"

LESSON XLI-b

WORDS THAT RHYME WITH HEN, SLEEP, ROUND, SING

(VISUAL PRACTICE)

REVIEW LESSON

Directions:

"Look at the first column. Put a line under each word that rhymes with the word at the top of the column. Do the other columns in the same way."

found	sweep	ring	then
came	take	thing	hen
sound	big	sing	made
train	keep	night	tan
mound	sand	make	ten
dust	sleep	song	made
low	slide	bring	fun
fun	peep	leg	see
around	read	begin	Ben
pound	sheep	swing	want
find	cream	went	pen
house	kept	ding	when
pond	peep	spring	them

LESSON XLII-a

FINAL CONSONANTS S G (AUDITORY PRACTICE)

Write these words on the board.

said see so

"Who can read these words?"

"What is the first letter in each word? S is the first letter."

"Now I am going to write some other words. The last letter in these words will be s."

boys us this kittens

"Say the words after me. Listen carefully to the last letter."

"Here are some others. Say them after me."

has is was grass his across house apples yes chairs cows eggs

"Can you think of some words that have an s at the end?"

"Listen carefully to these words. You should hear a g at the end."

dog leg pig

"Say the words after me."

"What is the last letter in each word?"

"Say these words. Each word ends with a g."

leg big bag flag frog egg jug

XLII-a

"Listen to these words. Clap when you hear a word that ends with g."

wait	boys	big	work	stone
might	flag	sleep	puppy	dig
make	sound	pocket	log	today
left	lunch	egg	jump	bug

"Can you think of other words that end with g?"

LESSON XLII-b

FINAL CONSONANTS S G (VISUAL PRACTICE)

Directions:

"Look at the first word. What is the last letter in the word? Look across the row. Put a line under each word that ends with a g. Look at the first word in the next row. What is the last letter in the word? Put a line under each word that ends with an s. Put a line under each word in the row that has the same last letter as the first word in the row."

leg	calf	big	flag	door	yes
cows	room	take	has	his	chair
big	jug	play	frog	may	pig
kittens	horses	cats	move	his	have
flag	jump	egg	day	dog	dig
books	button	candy	coats	dresses	this

"Write three words that end with s."

"Write three words that end with g."

LESSON XLIII-a

FINAL CONSONANTS N P (AUDITORY PRACTICE)

Write these words on the board.

nest no night not

"Who can read these words?"

"What is the first letter in each word?"

"Now I am going to write some other words. In these words the last letter will be n."

man train barn can

"Say the words after me. Listen carefully to the last letter in each word."

"I am going to read some words that end with the letter n. Say each word after me."

fun hen down then chicken clown green run children

"Can you think of some other words? The last letter must be n."

"Now we shall talk about another letter. We know it when it is at the beginning of a word."

Write these words on the board. Say each word.

pull pet put pig

"What is the first letter in each word? P is right."

"Listen for the p at the end of the word."

sheep clap up Shep help hop

"Say each word after me."

XLIII-a

"I am going to say four words. Which word has a p at the end?"

take	let	skip	done
night	asleep	bed	morning
round	basket	hop	king
rabbit	field	run	jump
ran	hop	cut	letter

"Can you think of some words that end with a p?"

LESSON XLIII-b

FINAL CONSONANTS N P (VISUAL PRACTICE)

Directions:

"Look at the first word in the first column. What is the last letter in the word. P is right. Draw a line from the first word to the p in the middle. Draw a line from each word that ends with a p to the p in the middle."

"What is the last letter in the second word? N is right. Draw a line from the word to the n in the middle. Draw a line from each word that ends with an n to the n in the middle."

help		rain
man		Shep
barn		down
up	n	sleep
train		ship
kitten	p	began
run		jump
sleep		fireman
when		green
hop		drop

"Write a word that ends with an n. On the same line write a word that ends with a p."

_____

_____

_____

_____

LESSON XLIV-a

FINAL CONSONANTS D M (AUDITORY PRACTICE)

"Today we are going to talk about the d and the m. We have seen and heard these letters at the beginning of words. Now we shall see and hear the d and m at the end of words. Let's look at these words."

Write the words on the board.

doll dear dining day

"Who can read the words?"

"Let's all the say the words."

"What is the first letter in each word?"

"Now I shall say some words and you will hear the d at the end of the words."

bed and said bread

"What is the last letter in each word?"

"Listen and see if you can hear some words that end with d in these sentences."

The bird made a nest in the field.

She had a red ribbon on her head.

Ted heard the boy call.

The bird could not find any food.

"Can you think of some other words? The last letter must be d?"

"I'm going to write some other words on the board and read the words to you. What is the first letter in each word?"

XLIV-a

make morning mother man

M is the first letter. Now we shall find m at the end of some words. Listen."

arm hum room farm

"Do you hear the m at the end of the words?"

"Say these words. The last letter in each word is m."

storm him am from broom them

"Can you think of some words that end with an m?"

LESSON XLIV-b

FINAL CONSONANTS D M (VISUAL PRACTICE)

Directions:

"Look at the word in the box. What is the last letter in the word? Put a box around each word that ends with a d. Look at the word in a circle. What is the last letter in the word? Put a circle around each word that that ends with an m."

[sand]		(farm)	
found	bread	farm	boat
street	food	storm	am
said	hum	cream	and
from	field	him	Tom
them	room	find	fed
keep	bed	jam	red

"Write three words that end with d."

"Write three words that end with m."

LESSON XLV-a

FINAL CONSONANTS T R (AUDITORY PRACTICE)

"What is the first letter in each of these words?"

Write the words on the board. Say the words.

top table tires tell

"Let's all say the words together."

"Look at these words."

Write the words on the board.

not night went let

"Say each word after me."

"The last letter in each word is t. Here are some other words that end with t. Say each word after me."

but cut cat eat get hat coat hunt

"Listen to these words. Stand when you hear a word that doesn't end with a t."

basket got pet want boys eat night dear wet

next just moon rabbit swept fat don't sick let meat

"Can you think of some words that end with a t?"

"We know this letter when it is at the beginning of a word. Look at these words."

Write the words on the board.

ready right robins rain

"What is the first letter in each of the words?"

XLV-a

"Who would like to read the words?"

"Let's all read the words together."

"Listen to the r at the end of these words."

dear dinner baker mother

Write the words on the board.

"Say each word after me."

"Say these words that end with an r."

paper sweater bear ladder near your

"Can you think of any words that end with an r?"

LESSON XLV-b

FINAL CONSONANTS T R (VISUAL PRACTICE)

Directions:

"Look at the first box. Two of the words end with a t. Draw a line between the two words. Two of the words in the same box end with an r. Draw a line between the two words that end with an r. Do the same in each box."

cat	dear
car	next

out	not
supper	under

hear	dust
let	air

after	mother
count	sweet

get	hear
cut	four

eat	at
hair	fair

year	her
let	night

dinner	went
met	near

our	light
their	fat

LESSON XLVI-a

FINAL CONSONANT BLENDS CH, SH, TH

AUDITORY PRACTICE

Write these words on the board.

choo chair

"Say the words after me."

"What two letters are at the beginning of these words? Ch is right. We found that these two letters made one sound."

"Now here are some words in which ch is the last sound. Listen carefully and say the words after me."

catch lunch match which march porch watch each

"Here are some riddles. The last two letters in each answer are ch."

Part of a tree. (branch)

A spring month. (March)

A piece of cloth used to cover a hole. (patch)

A kind of fruit. (peach)

"Can you think of some words that end with ch?"

"Here are some words that begin with sh. Say them after me."

she shall show

"Now I shall say some words that end with sh. Listen."

fish wash dish

XLVI-a

Write the words on the board

"Here are some others. Say them after me."

sash toothbrush hush squash wish paintbrush rush fresh

"Can you think of some words that end with sh?"

Write these words on the board.

this they thought them

"Say these words after me."

"What are the first two letters in each word?"

"Now I shall say some words that end with th. Say each word after me."

path north bath mouth month cloth with both

"The answers to these riddles end with th."

A girl's name. (Ruth, Beth)

Something to chew with. (teeth)

Where the birds go in winter. (South)

The next grade after the third. (fourth)

"Can you think of any words that end with th?"

LESSON XLVI-b

FINAL CONSONANT BLENDS CH, SH, TH

VISUAL PRACTICE

Directions:

"Put a circle around the sh in these words."

I wish I could wash that dish.

Please bring the brush to me.

Directions:

"Put a circle around the ch in these words."

You may pitch the ball and I shall catch it.

Which watch did you give him?

Directions:

"Put a circle around the th in these words."

Ruth has nice teeth and a pretty mouth.

Both of us want to go with you.

XLVI-b

Directions:

"Look at the first word in the first column. What are the last two letters? Find a word in the second column that ends with sh. Draw a line between the two words. Look at each word in the first column. Find a word in the second column that ends with the same two letters. Draw a line between the two words."

wish	south
with	lunch
catch	fish
march	dish
brush	watch
both	mouse

"Write a word that ends with sh. On the same line write a word that ends with ch."

"Write two words that end with th."

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